

Syllabus Updated July 28, 2026 (32 pages)
R511: Instructional Technology Foundations (Fall 2026)

Curtis J. Bonk, Distinguished Professor, Indiana University, Email: cjbonk@iu.edu

Bonk Homepage: <http://www.curtbonk.com/>

IST Department, IU School of Education

(Section 3211: Online Version; 13 weeks)

Online Syllabus: http://curtbonk.com/R511_online_syllabus_fall_2026.htm

Zoom (Optional Synchronous Sessions): <https://IU.zoom.us/j/8123222878>

Course Links to **Dropbox** and Canvas: <http://canvas.iu.edu/>

Direct Link to Course in Canvas: <https://iu.instructure.com/courses/2412953>

Padlet Fall 2025: <https://padlet.com/mlucimara/r511-fall-2025-getting-to-know-one-another-9e4267r0p5i3t8v6>

Second Fall 2025 Padlet Introductions: <https://padlet.com/cjbonk3/r511-fall-of-2025-6ak18j892pk2n86a>

Fall of 2024 student info in Padlet: [the Padlet for the class](#)

Fall of 2023 Student Info in Padlet: [the Padlet for the class](#)

Padlet examples from [spring of 2023](#); Padlet examples from [spring of 2022](#)

Instructional Assistants (IST Alums): Dr. Cherisse Mahabir-Cletus (cmahabir@iu.edu)

and Dr. Luci Mello (mlucimara@gmail.com or lcmedio@iu.edu)

Course Description

This is a foundational course in Instructional Systems Technology (IST) and provides an overview of instructional technology (IT) (which many people refer to as “educational technology” or just “ed tech,” and more recently, some might refer to “learning technology” and “digital technology”). Your instructor was trained at the University of Wisconsin where they referred to the field as educational technology, in which he minored, while majoring in educational psychology. Hence, he will refer to the field using different terms this semester. The course also explores the important and fast-emerging field of human performance technology (HPT). Each week we will watch different guest speaker recordings and discuss their careers and views on trends in the field. Some of these people are in the reading list. I also have a playlist of YouTube videos from the guests of the fall 2021, spring 2023, and fall 2024 semesters (see syllabus pages 7-11 where you will also find my prerecorded lectures for each week of R511). There are no scheduled guests in the fall of 2026.

Bonus Bonk Resource: To help you understand learning and instructional theories, you might also want to access and watch one or more of my set of video lectures on learning theories developed for a different course (i.e., P540) a long time ago. Bonk Video Lectures: <http://curtbonk.com/8-pack>

Given that many IST students come from diverse fields and backgrounds, R511 provides a sense of history and an explanation of how the components of instructional technology, educational technology, learning technology, human performance technology, and other associated fields all fit together. The course has been designed to focus primarily on IT and HPT. An introduction to IT and HPT includes definitions, theories, histories, trends and issues, and career opportunities. Class discussions and activities will be devoted to broadening your understanding of these fields as they relate to learning and performance in diverse organizations and institutions (e.g., schools, colleges and universities, military training departments, corporate learning, non-profit entities, government settings, etc.) as well as in more self-directed and often solitary educational pursuits.

Learning Objectives

Those enrolled in this course are expected to develop an understanding of the basic vocabulary and underlying principles of IT and HPT as well as learn about many of the key contributors to these fields. By the end of this course, you should be able to:

1. **Terms:** Use and comprehend many of the basic terms in IT and HPT with comprehension, confidence, and high ethical character.
2. **Definitions and Frameworks:** Generate personal definitions and conceptual frameworks for thinking about the fields of IT and HPT as a means to better engage with the content and expand one's learning.
3. **Conceptual Models:** Compare and contrast different conceptual models, frameworks, and definitions that have emerged over the past century or more; in particular, the past two or three decades.
4. **History:** Trace the evolution of major ideas in IT and HPT over time, including being able to explicate one's internal understanding in the forms of concept maps, timelines, taxonomies, flowcharts, and models.
5. **Leaders:** Begin to associate key people with different ideas in terms of HPT and IT. As the course moves into the latter stages, one should begin to discern people with common perspectives or instructional philosophies.
6. **Trends:** Identify and discuss trends and issues that affect the fields of IT and HPT today. In addition, one should predict new trends and concerns on the near horizon.
7. **Careers:** Gain an understanding of career development and potential roles in IT, HPT, and associated fields. As part of this, one should learn about key professional organizations and associations as well as popular and emerging conferences, institutes, and meetings in the field. One might even become a member, reviewer, or contributor within one or more of such professional organizations. Exploring possible career paths and goals is a part of this objective.
8. **Potential Role:** Begin to realize the vast job opportunities in the field as well as some in related fields; and ponder your potential role or responsibilities in one or more such positions.
9. **Personal Network:** Begin to grow your network of contacts in the field of instructional and educational technology through watching the recordings of meetings with synchronous guest experts from previous semesters of R511.
10. **Standards:** Become aware of performance standards advocated by different professional organizations and institutions, technical reports and white papers, and governmental policies.
11. **Values:** Appreciate the different values espoused by those in these fields as they push for greater access, instructional efficiencies, effective educational processes, and generally enhancing the human condition through educational and instructional technologies.
12. **Ethical Challenges:** Grapple with ethical challenges that characterize IT, HPT, and related fields.
13. **Technology Awareness:** Learn about some of the emerging learning technologies and tools helping shape the field. And obtain such experience and competence in using one or more of these technologies.
14. **Technology Competence:** Become savvy with the content and technology resources provided for learning the topic(s) of each week in the R511 course (including the weekly videos, digital documents, PowerPoint slides, etc.). By the end of the course, the learner will have the ability to respond to questions and concerns using such content and materials.
15. **Continual Conversation:** Understand that there is no one right answer for many of the key issues, questions, and concerns that will be discussed in the course. Be flexible at times with such ambiguity in the field; including the definition of what the field actually is. In effect, you

will have a continuing conversation with your peers in this course as well as with experts, the instructor, and others.

13-Week Schedule (Note: Topics may change depending upon circumstances)

Date and Time	Week Topic
Week 1. Monday August 24	Course Orientation
Week 2. Monday August 31	IT Overview
Week 3. Monday September 7	ISD
Week 4. Monday September 14	ID Process
Week 5. Monday September 21	Behaviorism (Due: Task #3 & Task #4)
Week 6. Monday September 28	Cognitive and Constructivist Theory
Week 7. Monday October 5	Authentic Learning
Week 8. Monday October 12	Theory Comparison
Week 9. Monday October 19	History of IT
Week 10. Monday October 26	HPT Concepts, Terms, and Process Models
Week 11. Monday November 2	History, Trends, Issues in HPT (Due: Task #5 & Task #6)
Week 12. Monday November 9	Ethics and Social Change (Due: Task #2 Wed. Nov. 11)
Week 13. Monday November 16	Career and PD (ed tech jobs)

Assignments, Grading Criteria, and Due Dates

The course will be broken into five main areas or modules:

1. Instructional technology definitions, concepts, models, overview.
2. Theories of learning and learning approaches.
3. Trends, issues, and history of instructional technology.
4. HPT definitions, concepts, models, theories, history, and trends and issues.
5. IT and HPT career and professional development, ethics, and standards.

Tasks/Assignments	Points	Due Dates
1. Weekly Canvas discussion forums reflections	60 points	Due each week until Mid-November (Nov. 16)
2. Discussion forum reflection paper	50 points	Wednesday Nov. 11 (with 5-day grace period)
3. Learning Matrix, Expert Profile, or Extended Book Reading	30 points	Monday Sept. 21 (Midterm) (with 5-day grace period)
4. Video and Script on an IT Issue or Trend	30 points	Monday Sept. 21 (Midterm) (with 5-day grace period)
5. IT and/or HPT Display or Book Review	30 points	Monday Nov. 2 (Finals) (with 5-day grace period)
6. Final Project and Reflection (see options)	50 points	Monday Nov. 2 (Finals) (with 5-day grace period)

Note: Working in teams on Tasks #3, #4, #5, and #6 is preferred but not required. Write to the instructor for permission to work individually.

Total Points = 250 (Grading will be according to a 90-80-70-60 scale; see below.)

Grades:

250 = Excellent work

234 = A

225 = A-

217 = B+

209 = B

200 = B-

192 = C+

183 = C

175 = C-

150 = D

Grading Guidelines:

All papers will be evaluated for criteria such as: (1) organization and clarity; (2) coherence and flow; (3) content appropriateness and relevancy; (4) apparent effort expended and completeness; (5) originality and creativity; and (6) attention to details (including the use of APA 7th edition (or APA #6) where appropriate). I will use more detailed grading rubrics for several of the tasks. See [Dropbox](#) for the grading rubrics.

Lateness: I have a huge 5-day grace period or lateness policy with no penalties for any assignment. Anything submitted after that grace period or window can lose 1 point per day unless you ask for an extension. With 5 days of grace, if the syllabus or Canvas says it is due Monday at midnight, you actually have until Saturday night at midnight to turn it in.

Mondays: Everything is due on Monday at midnight (or Saturdays with the 5-day grace period).

Assignment Requirements:

- Put your name on page #1 of your papers.
- Abide by page length requirements. You can go 1-2 paragraphs (one-half page) over the maximum but nothing more.
- Try to put extra pages in appendices at the end of your paper.
- Turn in papers in Canvas. If late, place document in Canvas and send to me on email.

Incompleteness, Copyright, Plagiarism, and Original Work: I expect personally created, unique work on all assignments. Please do not try to cheat the system or this course. Please acquaint yourself with the “[IU Code of Student Rights, Responsibilities, and Conduct](#)” for the concept of plagiarism. If you are unsure of the rules and regulations regarding plagiarism, you can take a [self-paced course](#) on Understanding Plagiarism from Dr. Ted Frick from the IST department. This website is devoted to teaching people about plagiarism and it has tutorials and tests ([Certification Tests](#)). Any assignment containing plagiarized material will be awarded a grade of F. At the discretion of the instructor, any assignment turned in that is deemed incomplete, failing to address the task objectives, or seriously flawed in any way may be turned back to the student for revision or correction of the problem. No incompletes will be awarded unless there is an emergency or mutually agreed upon reason.

AI Use and Plagiarism Policy

In this course, you can actively use AI tools to support your research, learning, collaboration, and sharing; but only as an augmentative support tool, not as a replacement for your thinking or writing. These tools, including ChatGPT, ChatPDF, Microsoft Copilot, Groc, Perplexity, Claude, Gemini, and others, can enhance your research process by assisting with tasks such as brainstorming, summarizing, refining ideas, and general experimentation. Given that this is a course on the foundations of instructional technology, you are encouraged to do so. However, it is crucial to use these tools responsibly and ethically. Below are the guidelines for AI usage in this course:

Permitted Uses of AI Tools

- Generating ideas or outlines for research topics and questions.
- Summarizing or synthesizing academic articles or other resources.
- Refining survey questions, interview protocols, or research methods.
- Exploring connections between research studies or generating bibliographies.
- Improving the clarity or structure in your drafts (e.g., sentence rephrasing, grammar checks, and similar activities).
- Providing appropriate APA citations for AI use as a research tool, multimedia generator, text generator, or something else.
- Experimentation, Experimentation, and Experimentation.
- Engaging in “**Brave people**” (AI) task options as explained in the syllabus.
- Collaborating with an AI tool or platform and noting it.
- When in pursuit of something new, unique, or potentially impactful to help the human race.

Prohibited Uses of AI Tools

- Submitting AI-generated content as your own work without proper attribution.
- Using AI to generate complete assignments, proposals, or reflections or even sections or portions of an assignment.
- Being deliberately sneaky or unethical in your use of generative AI.
- Brainstorming with teammates how to use AI to avoid doing any portion of a task.
- Plagiarizing or misrepresenting information generated by AI tools as factual.
- Employing AI to bypass critical thinking or original contributions to discussions (except as noted in the AI augmented discussion forum in Canvas).
- Asking one or more friends in the field of computer science, engineering, info systems, etc. how to use generative AI tools or systems to complete their course activities for them.

Textbooks and Resources

No particular book is required for this course. Book chapters and articles are available in **Dropbox**. If you want to purchase the books below, please try to acquire cheap used versions at Amazon as well as Half.com, AbeBooks.com, and Half-Priced Books. But do see below for recommended and free books or search EdTech Books: <https://edtechbooks.org/>.

Instructional Assistants: Like last year, my wonderful instructional assistants, Dr. Cherisse Mahabir-Cletus (cmahabir@iu.edu) and Dr. Luci Mello (mlucimara@gmail.com or lcmello@iu.edu), will help me give feedback on your weekly discussion posts once in a while. Cherisse and Luci are recent Ed.D. alumni of IU and IST. I was the advisor of both of them. They are both fantastic people and highly committed to the field. As such, they will enjoy mentoring you as well as learning from you.

Recommended Books and Resources:

1. Al Januszewski & Michael Molenda (2008). *Educational technology: A definition with commentary*. New York: Lawrence Erlbaum Associates. [Amazon](#); [Abebooks](#)
2. Reiser, R.A., Carr-Chellman, A.A., Dempsey, J. (Eds.), (2025). *Trends and Issues in Instructional Design and Technology* (5th ed.). [Routledge](#).
3. Robert A. Reiser & John V. Dempsey (Eds.) (2018). *Trends and issues in instructional design and technology* (4th ed.). Boston, MA: Pearson Education, Inc. (Note: the [second edition](#) of this book from 2007 is much cheaper used. The third edition is cheaper too.) (see [Dropbox](#))
4. Ali A. Carr-Chellman & Gordon Rowland (Eds.) (2017). *Issues in technology, learning, and instructional design: Classic and contemporary issues*. NY: Routledge. (Note: Free e-book at IU: <https://iucat.iu.edu/iub/16124646>) (see [Dropbox](#))
5. Jason K. McDonald & Richard E. West (2021). *Design for Learning: Principles, Processes, and Praxis* (1st ed.). EdTech Books. <https://edtechbooks.org/id> (free)
6. Richard West (Ed). (2018). *Foundations of Learning and Instructional Design Technology* (first edition). <https://edtechbooks.org/lidtfoundations> (free) (See [Dropbox](#))
7. Richard E. West and Heather Leary, Editors (2024), *Foundations of Learning and Instructional Design Technology: Historical Roots & Current Trends* (Second Ed.). https://edtechbooks.org/foundations_of_learn?tab=download (free) (See [Dropbox](#))
8. Olaf Zawacki-Richter & Insung Jung (Eds.) (2022). *Handbook of open, distance and digital education*. Springer. <https://doi.org/10.1007/978-981-19-0351-9> (free)
9. Donald Clark, Great Minds on Learning podcast (49 shows) (free)
<https://podcasts.apple.com/gb/podcast/great-minds-on-learning/id1582598860>

Two Bonus Bonk Books (free), one free special issue, and one free course: You also have access to two free e-books from the course instructor:

1. Curtis J. Bonk & Elaine Khoo (2014). *Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online*. OpenWorldBooks and Amazon CreateSpace: Free book: <http://tec-variety.com/>; free chapters at <http://tec-variety.com/freestuff.php>; EdTechBooks: https://edtechbooks.org/adding_some_tecvariety; DOI [10.59668/698](https://doi.org/10.59668/698)
2. Elaine Khoo & Curtis J. Bonk (2022). *Motivating and Supporting Online Learners*. BC, Canada: Commonwealth of Learning. Free book: <http://hdl.handle.net/11599/4481>; EdTechBooks: https://edtechbooks.org/motivating_and_supporting_online_learners; DOI [10.59668/699](https://doi.org/10.59668/699) and **free course** (2022) available: <https://colcommons.org/welcome/coursedetails/8>; <https://www.colvee.org/>

Asynchronous Class (with synchronous options):

Normally, in R511, I have optional synchronous guests each week in Zoom. Not this semester. Instead,

for our learning and discussions in Canvas each week, we will utilize the recordings from previous semesters. We will also use my recorded lectures. I would be happy to bring in synchronous guests in Zoom (that are optional to attend) if many people in this class request that I do that.

Recorded Guest Chat Sessions (see below for three prior semesters of playlists)

Prior R511 Playlists of guests (All Optional to Watch):

1. R511 Playlist of Guests, Fall 2021 (17 sessions and 18 guests)
<https://youtube.com/playlist?list=PLHcReRoW2lxPeQcA1LKHNjl1IMPllpKWp>
2. R511 Playlist of Guests, Spring 2023 (15 sessions and 20 guests):
<https://youtube.com/playlist?list=PLHcReRoW2lxOCpwRuol3oaNbgQzQIdW8F>
3. R511 Playlist of Guests, Fall 2024 (all IU people) (12 guest chat video sessions & 17 guests):
<https://www.youtube.com/playlist?list=PLHcReRoW2lxPeVyxB9hT5kaIuKPmoQ2Hx>

Guests in R511 Instructional Technology Foundations Fall 2021, 17 Sessions and 18 Guests

2021 Playlist <https://youtube.com/playlist?list=PLHcReRoW2lxPeQcA1LKHNjl1IMPllpKWp>

1. August 21, 2021	Lin Lin and Yunjo An, University of North Texas	(1:09:57): https://youtu.be/ZRF7Mg-5ShU
2. August 24, 2021	Terry Anderson, Athabasca University, Canada	(1:09:57): https://youtu.be/_HuOh_woxHk
3. August 31, 2021	Khendum Gyabak, University of Minnesota	(1:51:19): https://youtu.be/ekgVOglCsaM
4. Sept. 9, 2021	Rachel Koblic from 2U	(1:14:12): https://youtu.be/d9qpy-GaYwQ
5. Sept. 17, 2021	Richard Mayer, UC Santa Barbara	(1:17:47): https://youtu.be/pVo7IRsbgkA
6. Sept. 21, 2021	Brent Wilson Univ. of Colorado Denver	(1:16:08): https://youtu.be/iJqJULyIo60
7. Sept. 21, 2021	Scott Grabinger, Univ. of Colorado Denver	(1:01:54): https://youtu.be/PgnFFO2gtzw
8. Sept. 26, 2021	Tom Reeves, Univ. of Georgia on authentic learning	(1:12:24): https://www.youtube.com/watch?v=5pSZJiW3XTw
9. Sept. 29, 2021	Anita Vyas, Baylor Univ. College of Medicine	(1:16:48): https://youtu.be/CLMEbiGrYJs
10. Oct. 4, 2021	Tim Newby, Purdue Univ.	(1:12:11): https://youtu.be/HfAfljBm8k8
11. Oct. 12, 2021	Kyle Peck, Penn State	(1:10:38): https://www.youtube.com/watch?v=ycKFA6x-f-Q
12. Oct. 18, 2021	Punya Mishra, ASU	(1:06:19): https://youtu.be/jBFliB11N5I
13. Oct. 26, 2021	YaTing Teng, Uniformed Services University of Health Sciences	(1:23:39): https://youtu.be/_ZoWnOHhb_c
14. Nov. 1, 2021	Allison Rossett, San Diego State University	(1:14:19): https://youtu.be/-a3PrynIi4A

15. Nov. 8, 2021	Jim Klein, Florida State U.	(1:08:44): https://youtu.be/IHVk0Qh74ZQ
16. Nov. 11, 2021	Amy Bradford, University of Oklahoma	(1:05:44): https://youtu.be/TnFE4OA7EaM
17. Nov. 14, 2021	Merve Basdogan, IU	(1:22:10): https://youtu.be/4PCSXArug4k

**Guests in R511 Instructional Technology Foundations
Spring 2023, 15 Sessions and 20 Guests (one session did not record)
2023 Playlist: <https://youtube.com/playlist?list=PLHcReRoW2lxOCpwRuol3oaNbgQzQIdW8F>**

1. January 9, 2023	Orientation Session and Sunmi Seol	(2:09:22): https://youtu.be/DsxSAthJzWE
2. January 15, 2023	Zihang Shao and Ling Qian on Instructional Design jobs	(2:32:18): https://youtu.be/m75rc7ihexo
3. January 23, 2023	Cheryl Murphy Vice Provost Univ. of Arkansas	(1:20: 45): https://youtu.be/rjUaJBKy1J8
4. January 30, 2023	Yue Ma and Nathaly Gal Instructional Design Methods and Practices	(1:26:26): https://youtu.be/DfBzfB9913E
5. February 6, 2023	Renee Hung and John McCormick of Brandeis U.	(1:11:01): https://youtu.be/5KMWL2IF6j0
6. February 13, 2023	Mengyuan Zhao on The CN	(1:58:11): https://youtu.be/XkDrHDdfui4
7. February 20, 2023	Ozgur Ozdemir and Remzi Kizilboga on Authentic Learning	(Did not record properly)
8. February 27, 2023	Donald Clark on AI and Learning Technology	(2:27:17): https://youtu.be/8h_fDuv4hEY
9. March 6, 2023	Rick West and Jason McDonald from BYU Discuss Free and Open EdTechBooks	(1:03:39): https://youtu.be/md0J5DqZsfs
10. March 20, 2023	Bob Kozma: Making the World a Better Place	(1:47:15): https://youtu.be/UOP09h5x_4I
11. March 27, 2023	John Graves Change Management	(1:13:19): https://youtu.be/Xbk0BsUDsSE
12. April 3, 2023	Maria Solomou from PwC Experience Center in Cyprus (with holograms)	(1:20:38): https://youtu.be/oMXG7GFpShA
13. April 10, 2023	Daria Vaughn, Indianapolis, Corporate Consulting and Training	(1:17:43): https://youtu.be/dlX9RwftwiU
14. April 17, 2023	Gina Anderson, CEO Luma Brighter Learning	(1:23:53): https://youtu.be/-yHvFbnbiAo
15. April 21, 2023	Jessi Yi from Box (not in playlist)	(1:12:12): https://youtu.be/EQ5V_uMxCOI (also found at: https://iu.mediaspace.kaltura.com/media/t/1_nhb9vrd6)

Guests in R511 Instructional Technology Foundations

Fall 2024, 12 Sessions and 17 Guests

Fall 2024 Playlist (all IU people, former IST students and former IST professors):

Playlist <https://www.youtube.com/playlist?list=PLHcReRoW2lxPeVyxB9hT5kaIuKPmoQ2Hx>

1. Sept. 3, 2024	Mike Molenda, IST Emeritus Professor, on the definition and history of educational technology	(1 hour, 38 minutes) https://youtu.be/VEUBg63zpnY
2. Sept. 10, 2024	Eulho Jung and Mia Fan on early careers in instructional design	(1 hour, 45 minutes) https://youtu.be/TFeIaXt-5cM
3. Sept. 17, 2024	Charlie Reigeluth, IST Emeritus Professor on instructional design	(1 hour, 16 minutes) https://youtu.be/cPPAgEkRdXE
4. Sept. 24, 2024	Kira King and Vanessa Dennen on authentic learning and ID	(1 hour, 53 minutes) https://youtu.be/O-U7-1byxSA
5. Oct. 14, 2024	Shuya Xu, Frank Nguyen, and Phuong La from Genentech on instructional design in business	(1 hour, 30 minutes) https://youtu.be/xE5xziIaMxE
6. Oct. 25, 2024	Alyse Harris & Christian Smeltzer on internship possibilities in IST	(1 hour, 22 minutes) https://youtu.be/aovc6nWLJXI
7. Oct. 29, 2024	Ali Carr-Chellman on her career in the IST field	(1 hour, 18 minutes) https://youtu.be/5uFKGj9tUFw
8. Nov. 4, 2024	Jennifer Park on her career in HPT and HRD	(1 hour, 8 minutes) https://youtu.be/tLZ0VsvGK4w
9. Nov. 8, 2024	Carol Watson on the history HPT	(1 hour, 16 minutes) https://youtu.be/WQOOPjA1JTA
10. Nov. 13, 2024	Former IST Professor Yonjoo Cho on HPT research trends and research on Asian women leaders	(1 hour, 12 minutes) https://youtu.be/uDzuGGbUEJ4
11. Nov. 19, 2024	Zihang Shao on Learning Analytics and Ethics	(1 hour, 40 minutes) https://youtu.be/Irpy7hiUOsM
12. Nov. 26, 2024	Yunjo An on Careers in IST	(1 hour, 17 minutes) https://youtu.be/S-DSKJfvkqE

Recorded Instructor Lectures (see below for two semesters of playlists)

Prior R511 Playlists of Curt Bonk Lectures:

1. R511 Playlist of Curt Bonk Lectures, Spring 2023 (14 sessions):
<https://youtube.com/playlist?list=PLHcReRoW2lxNduT64X11ayNyhsT2wPj-Q>
2. R511 Playlist of Curt Bonk Lectures, Fall 2024 (nine sessions):
<https://www.youtube.com/playlist?list=PLHcReRoW2lxPrhiBkzNsGEx3798F6fnza>

Curt Bonk Theory Lectures, R511 Instructional Technology Foundations Spring 2023, 14 Sessions (one session did not record)

2023 Playlist: <https://youtube.com/playlist?list=PLHcReRoW2lxNduT64X11ayNyhsT2wPj-Q>

Old Bonk Learning Theory Lectures from September 2008: <http://curtbonk.com/8-pack> (or here: <https://curtbonk.com/September102008.html>)

1. January 23, 2023	Curt Bonk on Instructional Design Models	(1:10:03): https://youtu.be/g8MuqkHMxIs
2. January 30, 2023	Curt Bonk on Gagne, Merrill, and Bonk	(1:15:37): https://youtu.be/esrLCpfWmPQ
3. Feb. 6, 2023	Curt Bonk on Behaviorism	(1:02:44): https://youtu.be/u2hdy9CXt_g
4. Feb. 13, 2023	Curt Bonk on Cognitive Information Processing	(1:00:56): https://youtu.be/OHd8fPMp37I
5. Feb. 20, 2023	Curt Bonk on Authentic Learning	(Did not record properly)
6. Feb. 27, 2023	Curt Bonk on Lev Vygotsky and Social Constructivism	(47:00): https://youtu.be/f6vKubEaB5k
7. March 6, 2023	Curt Bonk Part 1. on Vygotsky and Bruner	(22:26): https://youtu.be/OIaOeVQGBtA
	Part 2. Educational Initiatives and Applications of Constructivism	(36:48): https://youtu.be/NzW_01lm4Fc
8. March 20, 2023	Curt Bonk on Piaget	(21:33): https://youtu.be/SGxOJrZLeAQ
9. March 27, 2023	Curt Bonk on Knowledge Management	(53:50): https://youtu.be/llgwzauKe6A
10. April 3, 2023	Curt Bonk on Albert Bandura Part 1	(31:28): https://youtu.be/9nIbhXINtTs
11. April 10, 2023	Curt Bonk on Bandura and Self-Efficacy Part 2	(39:51): https://youtu.be/f6V65Sth88M
12. April 17, 2023	Curt Bonk on Motivation Part 1	(29:13): https://youtu.be/LfY3W9Qq6Q4
13. April 21, 2023	Curt Bonk on Motivation Part 2	(37:27): https://youtu.be/Q7AIcpzgY_0

Curt Bonk Theory Lectures, R511 Instructional Technology Foundations Fall 2024, 9 Sessions

2024 Playlist for: R511 Instructional Technology Foundations Fall 2024

<https://www.youtube.com/playlist?list=PLHcReRoW2lxPrhiBkzNsGEx3798F6fnza>

1. August 28, 2024	Orientation and Lecture on Educational Tech from Curt Bonk	(2 hours, 33 minutes) https://youtu.be/JXfH4EMEbWg
2. Sept. 3, 2024	Curt Bonk Presents on Instructional Design Models	(30 minutes) https://youtu.be/8nIhmo5vn_Q

3. Sept. 10, 2024	Curt Bonk on Robert Gagne and instructional systems design	(44 minutes) https://youtu.be/LcNP_a_pMhw
4. Sept. 17, 2024	Curt Bonk on Behaviorism in Reverse	(46 minutes) https://youtu.be/DTJqa28EkOg
5. Sept. 24, 2024	Curt Bonk on Cognitive Psychology	(28 minutes) https://youtu.be/jGpf1DD-cfo
6. October 15, 2024	Curt Bonk on Social Constructivism	(50 minutes) https://youtu.be/qNB0-C4UzPc
7. October 28, 2024	Curt Bonk on Connectivism	(36 minutes) https://youtu.be/tdHf5MPL5Wc
8. October 29, 2024	R511 Sample Student videos	(19 minutes) https://youtu.be/_SUhsvotYmM
9. November 5, 2024	Curt Bonk on Schema/Script Theory and Advance Organizers	(1 hour, 12 minutes) https://youtu.be/rjGrCS9Iuh0

Guest Zoom link: <https://IU.zoom.us/j/8123222878>

511 Course Tasks (see Dropbox for task examples)

Course Dropbox link:

https://www.dropbox.com/scl/fo/8v7rtaygl8cpfdxmjvurq/AMieY_xvEprb0WcHI5EwY7o?rlkey=uf71r9aducn9zeyokyj3ocn48&st=xftvuuyyn&dl=0

Task #0. Optional Student 15 Minute Demonstrations, Tutorials, or Trainings

I encourage learner-generated learning; often it is labeled participatory or contributory learning. As such, anyone who presents something relevant to this class for 15 minutes (or more) such as cool Web resources, tests or instruments, or new technology tools can use it to replace Task #3, #4, or #5. Team presentations are allowed. These presentations will typically occur on a Monday or Tuesday night at 6 or 7 pm. Please inform me about proposed ideas and dates as they will need my approval.

Task #00. Optional Reviewing Recorded Expert Chats. Option #1 (midterm replacement):

(i.e., chats with former IST students, retired IST professors, book and article authors, IST leaders, and others. If you watch 3-4 or more recordings from the playlist of guests from the fall of 2021, spring of 2023, or fall of 2024 listed below and write a 2-page single-spaced reflection paper on what the guest speakers said about the field of instructional/educational technology and/or HPT, you can replace Task #3, #4, or #5. **Important Note:** You can only use this option once).

Task #00. Option #2 (final task replacement): If you watch 6 or more of these recorded sessions and write a 3-page single-spaced reflection paper with a one-page comparison chart or other visual in an appendix, you can replace the final assignment (i.e., Task #6). If you select this option, I want you to include at least 3 similarities across two or more guests and at least 3 differences. Summary tables or charts are always helpful and informative. Look for themes in the trends and issues which they mention for the field of IST. The inclusion of a few direct quotes is optional but strongly encouraged. How has the field of IT and HPT evolved and changed according to these experts including many former professors and students of this class? And where is it headed? What insights have these guests revealed or hinted at? Can you come up with a summary of the top 10 kernels of wisdom from these guests and relate these to your own future career goals?

Reading Reflections in Canvas

Task #1: Canvas Discussion Forum Reflections (60 Points): There will be two discussion forums: **(1) READ:** for the reflections on the articles for the week and my recorded lectures from the spring of 2023, and **(2) WATCH:** for the recorded guest chats from the fall of 2021, spring of 2023, and fall of 2024. Please contribute at least two posts to any forum each week. At the start of each week, I want one person to post a short summary to Canvas on 3 or 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. **Note:** I will assign the starters for each week. As a summarizer or starter, you might:

1. State reactions, questions, and suggestions for the upcoming readings.
2. Post author pictures, quotes, figures, tables, etc., from the articles for the coming week.
3. Recap or briefly summarize key parts of the assigned articles for the week.
4. Monitor the discussion. And spark it when it goes weak.
5. Offer feedback to peers on their posts.
6. Add resources and links to resources to the discussion.
7. Connect to experts in the field.
8. Connect or synthesize comments within the week.
9. Point to counter points and inaccuracies in the postings of students during the week.
10. Be creative or offer creative insights when needed.
11. Point out the relationship of upcoming week topic or articles to past lectures or readings.
12. Reflect on the discussion from past weeks; repost prior quotes from others.
13. Discuss the findings of a researcher or pioneer in the field (or perhaps even write to that person for his/her reactions).
14. Discuss a recent speech or colloquium you attended related to the week.
15. Visit to a technology center or exhibit related to R511 and add that to the discussion.
16. 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.

Participation considerations:

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).
6. Learning Depth/Growth (shows some depth to thinking and elaboration of ideas).

Task #2: Canvas Discussion and Lecture Reflection Paper (50 points): Near the semester, you are to reflect on what you learned from weekly discussions in Canvas or in class each week as well as from the readings and the recorded guest chats and recorded lectures. You should include at least 7 of the weeks in your reflection. 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 2-3 page (3-page absolute max...I will not read beyond it) single-spaced reflection paper (but this is not counting any references, appendices, or tables or figures created). Though not required, it would help if you included a fourth page with a recap table,

chart, figure, or some type of summary of key themes, concepts, terms, etc., mentioned in the reflection paper. 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 Canvas. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

Midterm Tasks (In Teams of Two is Preferred (Tasks #3 and #4; individual work is ok but clear it with the instructor ahead of time)

Task #3: Learning Theories Matrix, Expert Profile, Book Reading (30 points)

Task #3: Option A. Designing a Learning Theories Matrix and Explanation Guide

In this task, I want you to work with one other course member and display your basic understanding of the underlying concepts and principles of behaviorism, cognitive theory, constructivism, and cognitive apprenticeship in theory and application. As a team of two (or three) people or by yourself, you will negotiate your understanding. In essence, you will create a matrix table that indicates characteristics, principles, theorists, and examples for at least 3 learning theories. You will develop a customized matrix that showcases your understanding of the three frameworks and how they fit into your context. The context could be a business, school, university, government agency, non-profit organization, consulting firm, or military training institute. Please be sure to mention how your matrix would affect approaches to instructional design and delivery. Prepare a comparison advance organizer (matrix table) and an accompanying explanation guide that walks others through your customized learning theories matrix. The visual should be a maximum of two pages while a one-page single-spaced reflection paper of your learning growth and on the ideas in your display should accompany it (i.e., three pages total).

This assignment will be graded for its overall originality, logic, clarity, parsimony, relevance, and persuasiveness. The main terms used should be explained or defined. Effort should be made to include terms and ideas from both the readings as well as the class discussions in Canvas. There should be a brief overview of each theory. The categories and format of different classifications in the table should make comparisons and contrasts relatively easy. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

Task #3 Option B: Expert Profile: In this option, I want you to choose one of the authors from our reading list and write a professional profile of that scholar. You might read his or her bio from their homepage, Google Scholar website, ResearchGate or Academia.edu account, blog, Twitter account, LinkedIn page, or other sources. You might watch a couple of his or her online video presentations. Similarly, you might find an online interview with that person in the AECT Legacies and Legends videos (<http://aectlegends.org/#>). In your 2-page single-spaced paper (not counting references and appendices), you will discuss his or her evolution or track in the field. Why is he or she famous? Where did this scholar grow up and later study? Did the scholar have experience in the field prior to starting research? What topics has this person studied in addition to the one we are studying in class? How have her or her interests changed or evolved over time? Has this author co-published with others from our list? Can you find out what this author is studying now? Has this scholar revised her ideas over time? Best performance will be to find the author or colleagues of the author to augment your understanding. You might also directly email this scholar for such information or to answer specific questions that you may have. With a partner it is 3 pages single-spaced.

Brave People (AI) Task Option: Have ChatPDF, ChatGPT, or other generative AI tool or platform generate a 2,000-2,500 word summary or essay of a scholar. Next, write a 2-page single-spaced reflection paper, review, or critique of that scholar and incorporate a couple of quotes and aspects of what generative AI produced. Note: You could also use two different AI platforms for this task and compare and contrast the results.

Task #3 Option C: Extended Book Reading and Analysis: Also noted in the earlier recommended book section of this syllabus, there is a brand-new version of the Robert (Bob) Reiser and Jack Dempsey book 4th edition (from 2018) or the new 5th edition (from, Reiser, Dempsey, & Carr-Chellman, 2025) which we are reading many chapters written for earlier editions of this book. And a new version Rick West's (2024), *Foundations of Learning and Instructional Design Technology: Historical Roots & Current Trends* (this version co-edited with Heather Leary). You can do this task by yourself or with a partner (or two). See the book options below.

1. Reiser, R.A., Carr-Chellman, A.A., Dempsey, J. (Eds.), (2025). *Trends and Issues in Instructional Design and Technology* (5th ed.). [Routledge](#).
2. Reiser, R. A., & Dempsey, J. V. (Eds.) (2018). *Trends and issues in instructional design and technology* (4th ed.). Boston, MA: Pearson Education, Inc. (see [Dropbox](#))
3. Richard E. West & Heather Leary, Editors (2024), *Foundations of Learning and Instructional Design Technology: Historical Roots & Current Trends* (2nd Ed.). https://edtechbooks.org/foundations_of_learn?tab=download (free)
4. Richard West, Editor, (2018). *Foundations of Learning and Instructional Design Technology* (first edition). <https://edtechbooks.org/lidtfoundations> (free)

In this option, you will read 3-5 chapters of any of these three books that are not already assigned in the R511 syllabus and analyze them. What key chapters were the most interesting or engaging to you and why? What did you learn when reading them that we had not already discussed in R511? Why are certain trends and ideas discussed and debated in these particular chapters important to the field of instructional technology? You might attempt to make the case for including these chapters next time. Finally, what did you read that confirmed what you have learned in R511 thus far? In terms of length, estimate about 1 page of content per chapter reviewed or 3 pages total, not counting appendices and references. (Around 4 pages with a partner.)

Brave People (AI) Task Option: Put the book into ChatPDF, ChatGPT, Gemini, Claude, or other generative AI tool or platform and have it do a critique or a book review. Next, write a 2-page single-spaced reflection paper, review, or critique of what generative AI produced. Note: You could also use two different AI platforms for this task and compare and contrast the results.

Task #4: Creating a Script and Video for an Issue or Trend (30 points)

In the same team or working alone, you will create a video of some pressing issue or trend in the field of IT or HPT. The purpose of this task is to help you better understand the history, issues, trends, and

views surrounding the IT or HPT field. Please select an issue that seems highly pressing or important to you. Next, develop a script that discusses the issue from different points of view. After that, put this script into a video format which should be of 5-10 minutes in length (12 minutes maximum). Some tools are below in addition to YouTube or Canvas. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

Other Free tools include:

1. CapCut (free): <https://www.capcut.com/>
2. VideoScribe (free trial): <https://www.videoscribe.co/>
3. Canva Video Editor (free online editor): <https://www.canva.com/video-editor/>
4. Adobe Lightworks is free for IU students and staff (free trial). <https://lwks.com/>
5. IU also provides free license for Powtoon. Follow these steps to request a license: <https://kb.iu.edu/d/bggr>.
6. Vyond (formerly Go Animate; free trial): <https://www.vyond.com/>
7. Wideo (free trial): <https://wideo.co/>
8. Make Web Video (free trial): <https://www.makewebvideo.com/en/pricing>
9. Creative Cloud from Adobe (All current IU students, as well as full-time staff and faculty, have access to the entire Creative Cloud suite from Adobe. This includes everything from Photoshop to InDesign to Premier Pro. Instructions for logging in with your IU account and installing the software can be found here: https://servicenow.iu.edu/kb?id=kb_article_view&sysparm_article=KB0023586

Finally, you should complete this task with a one-page maximum single-spaced reflection paper discussing your stance on the issue as well as the process you went through in creating your video. Make sure to include supporting evidence and place the issue in your own context, including your possible role in the future in terms of this issue or trend. Please post a link to your video in Canvas and attach your reflection paper.

This assignment will be graded for its overall originality, completeness or depth, logic and coherence, clarity, parsimony, relevance, and persuasiveness. The script should include at least two characters discussing or debating an issue, trends, or concept. Key terms within that issue should be included. References should be included where appropriate. And substantial evidence should be provided to back up any claims made.

Task #4 Examples:

1. October 21, 2016, Merve Basdogan, Self-Regulated Learning (SRL), <https://www.youtube.com/watch?v=TypouHO2eJ8&feature=youtu.be>
2. October 9, 2017, R511, Best Practices for Reducing Extraneous Cognitive Load, Task 4 by Sara Finnigan, Jonathan Coleman, and Sarah Skreko: <https://www.youtube.com/watch?v=1fEC5rFCATw&feature=youtu.be>
3. October 13, 2019, Machine Learning in Education, R511, Spring 2019, Tina Closser and Sunmi Seol, https://www.youtube.com/watch?v=Xeti7aT03nw&feature=emb_logo
4. March 2023, Accessibility & Inclusive Design, Kristin Eck, <https://youtu.be/NtI8GuiHRW0>
5. Sept. 2023. Gamification and Game-Based Learning, Jiyeon Lee and Amanda Shelby; https://www.youtube.com/watch?v=fFNOMuVI2_0&t=53s
6. Sept. 2023. Tian Zheng & Ayman Elbarbary. Microcredentials and Digital Badges: <https://youtu.be/PZ3kwInwK6A?feature=shared>

7. October 2024, Kate Wallin and Sagar Patel: AI in the Classroom: Advantageous or Adverse, <https://www.youtube.com/watch?v=iUehe9-E-wk&t=2s>
8. October 2024, Shelby Hoyert, Gamification in Education, <https://www.youtube.com/watch?v=IQw2DCj1XSA>
9. October 2024, Jennifer Burba, Motivation in Learning, <https://youtu.be/RHT6qbQLsXY>
10. October 2024, Hanan Mousa & Rachel Irion, Pros and cons of MALL: Duolingo as a model (Kaltura): https://iu.mediaspace.kaltura.com/media/t/1_rp8y07bp
11. October 2024, Jill Dalton, Integrating Tech in K-12: <https://www.canva.com/design/DAGRzQKM2WE/FkN1zOVQAISZs1f6ToamhA/view>
12. October 2024, Juhyun Park and Sam Teye, The use of Artificial Intelligence Digital Textbook, <https://www.youtube.com/watch?v=4LqB2v5-yoY>
13. October 2024, Yuen Yin (Christy) Ng, GIGA School Initiative: Digital Transformation in Japanese Education, <https://youtu.be/YA-bxankrxs>
14. Oct. 2024, Michael Rucker, Diversity Inclusion in Ed Tech, <https://youtu.be/3VbW1ZZ-oVU>
15. October 2024, Rachel Mohr, Social Media Use in Instructional Design, https://www.canva.com/design/DAGRspe01Js/7W-sNQ_Yhz-wD5d4f4XQKw/view
16. October 2025, Atticus Lee, Transactional Distance Theory: <https://youtu.be/XFfHQn5Ta1A>
17. October 2025, Reflection on AI in Instructional Design: Opportunities & Challenges, Nina Gill Valli; https://drive.google.com/file/d/1qOs8x4GFqKtLTFGAw9oPEzTw_tDUjmnNW/view
18. October 2025, Kali Carmine and Claude Nadal, Motivation: The secret ingredient to creating effective ID,  [Call with Nadal, Claude Ann-20250926_094043-Meeting Recording.mp4](#)
19. Oct. 2025, Zoe Honeycutt, Microcredentials, <https://www.youtube.com/watch?v=3XFPo96CgoU>

Final Tasks (Teams are preferred on Task #5 and Task #6; individual work is ok, but you should clear it with the instructor ahead of time)

Task #5: Display Understanding IT/HPT, Book Review, Debate Review (30 points)

Task #5 Option A: Displaying Understanding of IT and/or HPT (30 points)

This task has three pages. On page one, using the terms below and at least 10-15 additional terms learned in this class, I want you to create a graphical representation (e.g., Venn diagram, comparison and contrast chart, taxonomy, timeline, flowchart, mind map, concept map, etc.) to show how these terms relate to each other. To explain this diagram, include a second page that lists your own definitions for each term and a third page which contains a 2 or 3 paragraph summary explaining the ideas, connections, and relationships in your visual design or diagram. If some of these terms overlap for you, feel free to combine these or choose other more relevant terms or entirely new terms in your diagram. Here are some starter terms: 1. Instructional Technology; 2. Educational Technology; 3. Instructional Systems Technology; 4. Instructional Systems Design; 5. Instructional Design; and 6 Human Performance Technology. Please add additional terms of your own choosing.

These visuals depictions will be graded on many aspects or dimensions. For instance, I will look at their overall connectedness, macrostructure, micro linkages or details, casual relations, descriptions and explanations or relationships made, and formatting or organization. In addition, creativity and innovation in your design and ideas will be assessed. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

November 20, 2024, Example: Task #5 Option A: Displaying Understanding of IT and/or HPT
Concept Map: Yuen Yin (Christy) Ng

https://lucid.app/lucidchart/0e0dab66-f7e3-477f-9725-dc6a657aad98/view?page=m-5o7ONTd-nK&invitationId=inv_f1d58973-def5-420b-b708-b4cd1e94536f#

Task #5 Option B: Book Review: You might do a 3-4 single-spaced page review of one of the books recommended for this course (or something else that you find). Read at least 75 percent of the book you selected. In such a book review, you might map out the strengths, weaknesses, potential audiences and uses, key issues, etc. Just what key terms and concepts did you learn from this book? What remains missing from the text and is a potential opportunity for others? A mini-glossary of personal definitions for 20-25 key terms and concepts found in this book might be included in an appendix at the end of the review. In addition, you might post a snippet of your review to Amazon for a bonus point. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

1. Reiser, R. A., & Dempsey, J. V. (Eds.) (2018). *Trends and issues in instructional design and technology* (4th ed.). Boston, MA: Pearson Education, Inc. (See [Dropbox](#))
2. Carr-Chellman, A. A., & Rowland, G. (Eds.) (2017). *Issues in technology, learning, and instructional design: Classic and contemporary issues*. NY: Routledge. (Note: This is a free e-book at IU: <https://iucat.iu.edu/iub/16124646>) (see [Dropbox](#)).
3. McDonald, J. K. & West, R. E. (2021). *Design for Learning: Principles, Processes, and Praxis (1st ed.)*. EdTech Books. <https://edtechbooks.org/id>
4. Richard E. West and Heather Leary, Editors (2024), *Foundations of Learning and Instructional Design Technology: Historical Roots & Current Trends* https://edtechbooks.org/foundations_of_learn?tab=download (free)

Carr-Chellman, A. A., & Rowland, G. (Eds.) (2017). *Issues in technology, learning, and instructional design: Classic and contemporary issues*. NY: Routledge. (Note: This is a free e-book at IU: <https://iucat.iu.edu/iub/16124646>) (see [Dropbox](#)).

Brave People (AI) Task Option: Put a PDF of the chosen book or books into ChatPDF, ChatGPT, Gemini, Claude, or other generative AI tool or platform and have it do a critique or a book review on it. Next, write a reflection paper, review, or critique of what generative AI produced. A mini-glossary of personal definitions for 20-25 key terms and concepts found in this book might be included in an appendix at the end of the review. **Additional AI Note:** You could also use two different AI platforms for this task and compare and contrast the results.

Task #5 Option C: Debate Review: If you choose the second book above by Carr-Chellman and Rowland above, you might reflect on 3 or 4 or 5 of the point-counterpoint debates in that book in a 3 page maximum single-spaced paper. What are the issues raised? Who won the debate and why? What are the new possibilities for the field and for education in general? Why are these particular issues controversial or important? What role can educational and instructional technologists play in this area? Any visuals (e.g., flowcharts of the discussion, pro and con tables, comparison and contrast charts, unique diagrams, mind maps or concept maps, or simply a text recap of the prevailing issues and opportunities) are welcome in your debate review. You might put key terms from the different chapters in an appendix at the end. Please include the references to the reviewed chapters at the end.

Brave People (AI) Task Option: Have ChatPDF, ChatGPT, Gemini, Claude, or other generative AI tool or platform write a paper about a topic or debate in the field of learning, design, and technology. Next, write a 3-4 page reflection paper or critique of what generative AI produced (single-spaced preferred). I want you to include both your paper and the paper generative AI created.

Task #6: Final Project Options (50 points)

The final project will exhibit your understanding of IT and HPT. There are four options for this task which are listed below. You can work alone or in a team. It is your choice.

Option A: Promotional Visual Material. Think of the project as an advertisement or a promotional piece that presents the fields as you explain them to people in your context. This promotional piece can be in whatever platform (e.g., a website, a video, or 2-4 page brochure) you feel most appropriate as long as it meets the requirements as expressed in the grading rubric. The visual or graphic should answer the following questions for the intended audience: What do IT and HPT fields mean to you? Where did IT and HPT come from? Who are the influential people and what are the “big ideas”? How might you implement IT and HPT in your organization? Remember, this is 30% of your grade and it also serves as a capstone to what you have learned! A one page single-spaced reflection paper should be included with this assignment. First, that paper should explain the conceptual aspects of your website design, brochure, or similar type of promotional material. Second, it should include a recap of key ideas that you have learned in the course in the context of your past, present, and anticipated future plans in the field. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

Task #6 Option A Examples:

1. IU School of Medicine, Medical Imaging Technology Online MRI Education, Kellie Cranfill, Debra Patterson, Ashley Marshall: R511, Fall 2016, December 13, 2016: <http://bonk511-mri.weebly.com/education-at-iupui.html>
2. Where Did HPT and Ed Tech Come From?, Sarah McDonough, R511, Fall 2016 (Timeglider): December 13, 2016: <http://sarahmcdonoug1.wixsite.com/website/the-roots-of-both-fields>
3. Librarians for Instructional Technology, Latrice Booker, R511, Fall 2016, December 13, 2016, <http://bookerlr2000.wixsite.com/librariansforit/cognitivism>
4. What is Instructional Technology (Website), Channelle Jones and Deb Cole <http://r511bonk.weebly.com/>
5. "Cousins but Not Twins: Instructional Technology and Human Performance Technology,” Merve Basdogan and Brett Gary, R511, Fall 2016, December 13, 2016: <http://educbasdogan.wixsite.com/511final>
6. Dec 12, 2017, Bev Wilgenbusch: <https://prezi.com/view/UrYTxG89nM3FRZKUBcDI/>
7. December 12, 2017, Lisa Milsom and Michale Siverio: <https://msiverio.wixsite.com/r511>
8. December 12, 2017, Raj and Khadijah: <https://akhadijah.wixsite.com/r511>
9. December 12, 2017, Rachael Zeiher Kean: <https://razeiher.wixsite.com/edtechcoms>
10. December 12, 2017, Matthew Willey: <https://sway.com/QGdiCv7p64DFBe8A?ref=Link>
11. November 16, 2024, R511, Task 6, Shelby Hoyert, Elevate-ED <https://shelbysharp0.wixsite.com/elevate-ed>
12. November 16, 2024, R511, Task 6, Jennifer Burba, Video (7:47): Exploring IT and HPT

- (link); https://iu.mediaspace.kaltura.com/media/t/1_34fws9wp
13. December 6, 2024, R511, Task 6, The Pros and Cons of Using AI in Instructional Design, Naaam Siddiqi, [Naaam Siddiqi, youtube.com/watch?v=0Xi6sLXiW_Y](https://www.youtube.com/watch?v=0Xi6sLXiW_Y)

Option B: Useful Textual Material. In this option, instead of a visual or graphical overview and reflection, I want students to create a text-based summary. Such a text might be a wikibook, mobile book, study guide, glossary, series of job aids, technical report, white paper, research report, or something similar. This text material should explicate some aspects of IT or HPT. You might attempt to publish it or make it available free to the world community. A 1-2 page single-spaced reflection paper should be included with this assignment. First of all, that paper should explain the conceptual aspects of your final project. Second, it should include a recap of key ideas that you have learned in the course in the context of your past, present, and anticipated future plans in the field. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

Option C: Voluntary Services or Materials. This option involves using the content of the course to help another person or an entire organization or entity out. This could be helping a non-profit agency with a strategic plan involving IT or HPT content. It might take the form of tutoring, mentoring, or teaching one or more people about the field of IT or HPT. You might develop an instructional module or maybe try your luck at a personal tutorial. You might also create a lecture or speech that you deliver in a class, conference workshop, or some other training event. A one maximum page single-spaced reflection paper should be included with this assignment. First, that paper should explain the conceptual aspects of your final project. Second, it should include a recap of key ideas that you have learned in the course in the context of your past, present, and anticipated future plans in the field.

Grading of the final will depend, in part, on which option was selected. Be sure to include references (in APA format), examples, and evidence where appropriate. Key terms should be defined in a key or ending glossary. The final product or design should display some sense of creativity as well as unity in the design. **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

Option D: Leader in the Field Video Reviews and Reflections.

AECT Legacies and Legends project: Those selecting this option should watch video interview reflections or presentations from at least five leaders in the field of instructional and educational technology (e.g., Robert Reiser, Mike Molenda, Charlie Reigeluth, David Merrill, Michael Spector, Mendel Sherman, Marcy Driscoll, Robert Gagne, Rita Richey, Phil Harris, Robert Mayer, David Jonassen, Tom Reeves, Mike Hannafin, Kay Persichitte, Kyle Peck, etc.). Many video links are listed below in this syllabus (see the “Course Readings and Videos” section). More such video interviews of stars in the field are at the AECT Legacies and Legends project (see <http://aectlegends.org/#>). If you select this option, you are to write a 3-4 page single-spaced reflection (perhaps 2,000 words) of the insights, concerns, commonalities, disagreements, suggestions, trends, experiences, projects, and technologies mentioned by these thought leaders. What are some of the issues raised in these videos that the field of instructional and educational technology needs to address? What might the future hold for the field according to these experts? Please include one or more tables with the themes which run through 2 or more of the videos. You should also include a table with a list of questions that you might want to ask one or more of them. Your paper should indicate which person or people mentioned the particular issues, trends, and needs. In addition, somewhere in your paper you should list the expert videos in which you watched (i.e., a reference section). **AI Note:** You can do this with or without

generative AI support. If AI was involved, please acknowledge how it was used.

Option E. Silver Lining for Learning (SLL).

In March 2020, my colleagues and I started a weekly show called Silver Lining for Learning. Each Saturday, we feature people or a project related to the field of educational technology that offers a ray of hope during the COVID-19 pandemic. There are more than 270 episodes to date of SLL. See <https://silverliningforlearning.org>. Those selecting this option should watch at least five Silver Lining for Learning episodes. If you select this option, you are to write a 3-page single-spaced reflection (perhaps around 2,000 words) of the insights, concerns, commonalities, disagreements, suggestions, trends, experiences, projects, and technologies mentioned by these thought leaders. What are some of the issues raised in these videos that the field of instructional and educational technology needs to address? Please include one or more tables in appendices with the themes which run through 2 or more of the videos. You should also include a table with a list of questions that might you want to ask one or more of them. Your paper should indicate which person or people mentioned the particular issues, trends, and needs. In addition, somewhere in your paper, you should list the expert videos which you watched (i.e., a reference section). **AI Note:** You can do this with or without generative AI support. If AI was involved, please acknowledge how it was used.

1. Silver Lining for Learning Homepage: <https://silverliningforlearning.org/>
2. Sample Shows: <https://silverliningforlearning.org/episodes/>
3. SLL LinkedIn Group: <https://www.linkedin.com/groups/14517560/>
4. [Six Year Reflection](#): March 21, 2026, Six Years, 266 Episodes, and One Persistent Question by [Punya Mishra](#); and [Analyzing Silver Lining for Learning: Conversations on the Future of Learning](#)

Six Years of SLL: My podcast partner Punya Mishra reflected on it:

1. March 21, 2026, Silver Lining for Learning, Episode 266 | Celebrating 6 Years <https://silverliningforlearning.org/episode-266-celebrating-6-years/>
2. March 21, 2026, Six Years, 266 Episodes, and One Persistent Question by [Punya Mishra](#) <https://punyamishra.com/2026/03/21/six-years-264-episodes-and-one-persistent-question/>
3. March 21, 2026, Analyzing Silver Lining for Learning: Conversations on the Future of Learning by [Punya Mishra](#) <https://punyamishra.com/sll/>

Option F: Personal Choice or Design. This option allows you to design your own final product that meets the goals of showing your knowledge growth within this course. You will need to obtain approval from the course instructor if you intend to select this option.

Brave People (AI) Task Option: Have ChatPDF, ChatGPT, Gemini, Claude, or other generative AI tool generate a useful artifact, model, framework, scheme, prototype, book, guide, etc. You are to work with one or more generative AI tools to create a document or guidebook that details the ramifications of that artifact, scheme, or model for the field of instructional technology. Perhaps detail one to two dozen ways to use it to teach or conduct research. Then have a second generative AI tool or platform critique the artifact and your guidebook. Finally, you are to respond to that critique with a 1-2 page single spaced reflection and description of what you did along with the artifact and guidebook.

Task #6 Option F Examples:

1. R511 Final Projects, April 2016, Blended Learning and Career Readiness
Russell Ryan (voiceover slides)
<https://drive.google.com/file/d/0B5vTM-S2Oc0ldXEtYWJQeE1fOTg/view>

Schedule of Weekly Course Readings and Videos (Note: items marked (IU) were written or co-written by a current or former IST faculty member or student.)

Weekly Instructional Task: There are around 3 to 8 articles assigned each week (sometimes more).
You are asked to read or watch 3 or 4 each week. Your choice. You can substitute any article with interesting chapters from any of the recommended books or podcast episodes from relevant sources.

You can substitute any chapter or article at any time without penalty. I also highly recommend that you watch the video interviews with many of the well-known authors below so that you will be better able to recognize these IT and HPT leaders and appreciate their decades of commitment to the profession. Note that I have also included 4 of [my 8 video lectures](#) on learning theories which I produced back in September 2008. The whole 8-pack of talks is now available via this easy-to-remember link: <http://curtbonk.com/8-pack>.

Week 1 (August 24). Module #1: Course Introductions and Open Explore Week

Open Week: I recommend that you download all of the articles and read through a few of them (the link will be posted to Canvas as well as sent to you via email).

1. **Read any chapter(s):** Richard West, Editor (2018), Foundations of Learning and Instructional Design Technology (second edition in process).
<https://edtechbooks.org/lidtfoundations>
2. **Read any chapter(s):** Jason K. McDonald, & West, Richard E. (2021). Design for Learning: Principles, Processes, and Praxis (1st ed.). EdTech Books. Available: <https://edtechbooks.org/id>
3. **Read any chapter(s):** Ali A. Carr-Chellman & Gordon Rowland (Eds.) (2017). *Issues in technology, learning, and instructional design: Classic and contemporary issues*. NY: Routledge. (Note: Free e-book at IU: <https://iucat.iu.edu/iub/16124646>) (see [Dropbox](#))
4. Clark, R. E. (1994). Media will never influence learning. *ETR&D*, 42(2), 21- 29. (see video interview with Richard Clark (108:58): <https://www.youtube.com/watch?v=XR6IJrh6pxI>).
5. Kozma, R. B. (1994). Will media influence lng? Reframing the debate. *ETR&D*, 42(2), 7-19.
6. Dewey, John (1897, January). My pedagogic creed. *School Journal*, 54, pp. 77-80.
Retrieved from <http://dewey.pragmatism.org/creed.htm>

Week 2 (August 31. Module #2): Instructional Technology Overview

1. **(IU)** Januszewski, A., & Molenda, M. (2008). Chapter 1: Definition. In *Educational Technology: A Definition with Commentary* (pp. 1-14). New York: Lawrence Erlbaum Associates. (see also video interview with Dr. Molenda on his definition of educational technology for AECT: <https://www.youtube.com/watch?v=sXSqkewjCss>).
2. **(IU)** Molenda, M., & Boling, E. (2008). Chapter 4: Creating. In *Educational Technology: A Definition with Commentary* (pp. 81-139). New York: Lawrence Erlbaum Associates.
3. Reiser, R. A. (2018). What field did you say you were in? Defining and naming our field. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th Ed.), (pp. 1-7). New York, NY: Pearson Education.
4. Spector, M. (2008). Theoretical foundations. In J. M. Spector, M. D. Merrill, J. V. Merriënboer, & M. P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (3rd ed.) (pp. 21-28). New York: Taylor & Francis Group. (see also video interview with Michael Spector (40:16): <https://www.youtube.com/watch?v=qjI9eZPJfPs>).
5. Collis, B., & Moonen, J. (2002). Flexible learning in a digital world. *Open Learning: The Journal of Open and Distance Learning*, 17(2). 217-230.
6. Anderson, T., & Rivera-Vargas, P. (2020, June). A critical look at educational technology from a distance education perspective. *Digital Education Review*, 37, 208-229. DOI: <https://doi.org/10.1344/der.2020.37.208-229>; Retrieve from <https://revistes.ub.edu/index.php/der/article/view/30917>

Week 3 (September 7). Module #3: Instructional Systems Design

1. McDonald, J. K. (2023). The future of the field is not design. In R. E. West, & H. Leary (Eds.), *Foundations of learning and instructional design technology: Historical roots & current trends* (2nd ed.). EdTech Books. Retrieved from https://edtechbooks.org/foundations_of_learn/the_future_of_the_field_is_not_design
2. **Read any chapter:** Jason K. McDonald, & West, Richard E. (2021). Design for Learning: Principles, Processes, and Praxis (1st ed.). EdTech Books. Available: <https://edtechbooks.org/id>
3. **Read any chapter:** Richard West, Editor (2018), Foundations of Learning and Instructional Design Technology (second edition in process). <https://edtechbooks.org/lidtfoundations>
4. Branch, R. M. (2018). Characteristics of instructional design models. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th Ed.), (pp. 23-30). New York, NY: Pearson Education.
5. Dick, W., Carey, L., & Carey, J. O. (2001). The systematic design of instruction (5th ed.) (pp. 2-14). New York: Longman.

6. Mintz, Steven (2021, February 8). 7 innovative approaches to course design. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/blogs/higher-ed-gamma/7-innovative-approaches-course-design>
7. **(IU) Kale**, Ugur, Roy, A. & Yuan, J. (2020). To design or to integrate? Instructional design versus technology integration in developing learning interventions. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-020-09771-8>
8. **(IU) Abramenska-Lachheb**, V., **Lachheb**, A., & **Ozogul**, G. (2025). Value-sensitive design in the praxis of instructional design: A view of designers in situ. *British Journal of Educational Technology*, 56(4), 1311-1349. <https://bera-journals.onlinelibrary.wiley.com/doi/pdf/10.1111/bjet.13574>
9. **(IU) Bonk**, C. J. (in press for 2026). Foreword...to *AI for, with, and by Instructional Design*: Proposing a 10-level continuum for self-directed learning with generative AI. In N. Kim, M. Kim, A. Rand, & K. Comstock (Eds.), *AI for, with, and by Instructional Design*. SITE.

Week 4 (September 14). Module #4: Instructional Development Process

1. **Read any chapter:** Jason K. McDonald, & West, Richard E. (2021). Design for Learning: Principles, Processes, and Praxis (1st ed.). EdTech Books. Available: <https://edtechbooks.org/id>
2. **Read any chapter:** Richard E. West, Editor (2018), Foundations of Learning and Instructional Design Technology: <https://edtechbooks.org/lidtfoundations>
3. **Read any chapter:** Richard E. West and Heather Leary, Editors (2024), Foundations of Learning and Instructional Design Technology: Historical Roots & Current Trends https://edtechbooks.org/foundations_of_learn?tab=download
4. **(IU) Molenda**, M., **Pershing**, J. A., & **Reigeluth**, C.M. (1996). Designing instructional systems. In R.L. Craig (Ed.), *The ASTD Training and Development Handbook* 4th ed. (pp. 266-280). New York: McGraw-Hill.
5. Driscoll, M. P. (2000). Gagné's theory of instruction. Ch. 10 in *Psychology of Learning for Instruction*, 2nd ed. Boston: Allyn & Bacon, 341-372 (see also a Tribute to Robert Gagne (57:30): <https://www.youtube.com/watch?v=ggJ1-AjlGeE>).
6. Merrill, M. David. (2002). First principles of instruction. *Educational Technology Research & Development* 50(3), 43-59 (see in 2012 video interview with David Merrill (53:56): <https://www.youtube.com/watch?v=7COb2aZDrcs>).
7. **(IU) Reigeluth**, C. M. (1999). The elaboration theory: Guidance for scope and sequence decisions. In C. M. Reigeluth (Ed.), *Instructional Design Theories and Models: A New Paradigm of Instructional Theory* (pp. 425-453). Mahwah, NJ: Erlbaum.
See also video interview:
 1. "Talking Reinventing Public Schools with Dr. Charles **Reigeluth**" (19:36): https://www.youtube.com/watch?v=wrT_s0Lk_WM

2. Charles **Reigeluth**: What education could be – roles (4:23):
https://www.youtube.com/watch?v=3_3iy-O_03M
3. Charles **Reigeluth**: Why systemic change is important (4:29):
<https://www.youtube.com/watch?v=QVFiwRMywqM>
8. **(IU)** Garcia, K. L., & **Ozogul**, G. (2023). The evolution of the instructional system development model in the United States Air Force. *TechTrends*, 67(5), 792-802.
9. **(IU)** Song, Jing (2023). Dr. Charles **Reigeluth**: a True Scholar. *TechTrends*, 67(4), 608-610.
10. **(IU)** Podcast – “*Gagne's and his theory of instruction*,” Curt **Bonk** and Chris **Essex** (my former podcast partner who is now deceased), March 28, 2006. Audio podcast (Length: 21:25): <http://curtbonk.com/gagne-mp3.html>

Week 5 (September 21). Module #5: Theories of Learning: Behaviorism

1. Driscoll, M. P. (2005). Radical behaviorism. In *Psychology of learning for instruction* (3rd ed.) (pp. 29-69). Boston, MA: Allyn & Bacon.
2. Gredler, M. (2001). B. F. Skinner’s operant conditioning. In her book on *Learning and Instruction* (4th Edition). Upper Saddle River, NJ: Merrill-Prentice Hall.
3. Janio, Jarek (2025, April 4). Where Behaviorism Meets Bloom: Modern Classroom Learning (How AI reinforces observable behaviors to support skill mastery.). *Psychology Today*. Available: <https://www.psychologytoday.com/us/blog/how-we-learn/202504/where-behaviorism-meets-bloom-modern-classroom-learning>
4. Janio, Jarek (2025, April 30). Why AI Gets Learning Right and Cognitive Science Doesn’t. (Behavior is behavior: What students do reflects the conditions we create.). *Psychology Today*. <https://www.psychologytoday.com/us/blog/how-we-learn/202504/why-ai-gets-learning-right-and-cognitive-science-doesnt>
5. Janio, Jarek (2025, May 20). If ChatGPT Needs Better Prompts, What Do Students Need? *The Evollution*. <https://evollution.com/if-chatgpt-needs-better-prompts-what-do-students-need>
6. Janio, Jarek (2025, June 30). Learned Helplessness, Why Students Give Up on School. (Grades shape behavior and students adapt by giving up on learning.). *Psychology Today*. Available: <https://www.psychologytoday.com/us/blog/how-we-learn/202506/learned-helplessness-why-students-give-up-on-school>
7. Janio, Jarek (2025, June 18). Beyond ‘Grit’ and ‘Growth Mindsets.’ (Focusing on internal traits distracts us from the work of encouraging behaviors that support student success.). Grades shape behavior and students adapt by giving up on learning.). *Inside Higher Ed.*; <https://www.insidehighered.com/opinion/views/2025/06/18/beyond-grit-and-growth-mindsets-opinion>

8. Janio, Jarek, & Gaff, Donald (2025, May 28). From Apprenticeship to Competency: What Anthropology Can Teach Us About Learning. *The Evollution*. Available: <https://evollution.com/from-apprenticeship-to-competency-what-anthropology-can-teach-us-about-learning> (Jarek Janio: “The piece explores how learning, historically and cross-culturally, has always been demo’d through action not declared through grades or seat time.... returning to behavior-based assessment can help restore credibility and relevance to HE.”)
9. Janio, Jarek (2025, August 16). Motivation Is Speculation, Behavior Is Evidence (Student learning is measured through actions and outcomes, not intentions.) *Psychology Today*. Available: <https://www.psychologytoday.com/us/blog/how-we-learn/202508/motivation-is-speculation-behavior-is-evidence>

See: Janio, Jarek, **COACHes** (California Outcomes Assessment Coordinators Hub):

<https://coaches.institute/> “As educators and leaders committed to meaningful learning, we carry both the power and the responsibility to place students at the center of our work.”

- a. LinkedIn: <https://www.linkedin.com/company/california-outcomes-assessment-coordinators-hub-coaches/?viewAsMember=true>
 - b. Friday SLO talks: <https://rss.com/podcasts/friday-slo-talks/>
 - c. **(IU)** NotebookLM Friday SLO Talks Podcast on Curt **Bonk**’s presentation (17:44): <https://rss.com/podcasts/friday-slo-talks/1790741/>; Additional NotebookLM Podcast (20:45): <https://www.youtube.com/watch?v=i3llu5FSdsQ>
 - d. **(IU)** **Bonk**, C. J. (2024, December 6). *How Faculty Can Harness Generative AI for Enhanced Learning: Part 1 A Little TEC-VARIETY and R2D2*. Featured webinar presentation for Friday Student Learning Outcomes (SLO) Talks, California Outcomes Assessment Coordinators’ Hub (COACHes). Video (104:25): <https://www.youtube.com/watch?v=MQtJC7be0iY>.
11. **(IU)** **Video Lecture Supplement:** Curt **Bonk** on Behaviorism (Ivan Pavlov, John Watson, and B. F. Skinner as well as Hermann Ebbinghaus and Edward Thorndike). Archive URL (45 minutes): <https://youtu.be/KefAapQdAHs>

Week 6 (September 28). Module #6: Cognitive and Constructivist Perspectives

1. **(IU)** Oakley, Barbara, Johnston, M., Chen, K.-Z., **Jung**, E., & Sejnowski, T. (2025). The Memory Paradox: Why Our Brains Need Knowledge in an Age of AI. In *The Future of Artificial Intelligence: Economics, Society, Risks and Global Policy* (Springer Nature).
2. Wilson, B. G. (2018). Constructivism, for active authentic learning. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th Ed.), (pp. 60-67). New York, NY: Pearson Education.
3. **(IU)** Silber, K. H., & **Foshay**, W. R. (2006). Designing instructional strats: A cognitive perspective. In J. **Pershing** (Ed.), *Handbook of human perf tech* (3rd ed.) (370-413). Pfeiffer.

4. Mayer, R., E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, 38(1), 43-52. (see also video interview: "Talking multimedia learning with Dr. Richard Mayer" (19:20): <https://www.youtube.com/watch?v=Q5eY9k3v4mE>) and Research-based principles for multimedia learning (presentation at Harvard May 5, 2014) (124:27): <https://www.youtube.com/watch?v=AJ3wSf-ccXo>
5. **(IU) Duffy**, T. M., & Raymer, P. L. (2010). A practical guide and a constructivist rationale for inquiry based learning. *Educational Technology*, 50(4), 3-15.
6. Jonassen, David H. (2000). Toward a design theory of problem solving. *ETR&D*, 48(4), 63-85
See also:
 1. An interview with David Jonassen: Problem Solving in the humanities (2014) (9:21): https://www.youtube.com/watch?v=zCBXg_49gZw;
 2. An interview with David Jonassen (2012) (35:19): <https://www.youtube.com/watch?v=Fhnotpgru-4>.
 3. 2013 AERA Fellow (37 seconds): <https://www.youtube.com/watch?v=gDFoD06BARM>
7. **(IU) Savery**, John R. (2019). *Comparative pedagogical models of problem-based learning*. In M. Moallem, W. Hung and N. Dabbagh (Eds.) Wiley Handbook of Problem-Based Learning, (pp. 81-104) John Wiley & Sons Inc.
Also see:
 - a. **(IU) Savery**, John R., & **Duffy**, Tom M. (1995). Problem-based learning: An instructional model and its constructivist framework. *Educational Tech*, 35, (5), 31-38.
 - b. **(IU) Savery**, John R., & **Duffy**, Tom M. (1996). Problem based learning: An instructional model and its constructivist framework. In B. Wilson (Ed.), *Constructivist learning environments: Case studies in instructional design* (pp. 135-148). Englewood Cliffs, NJ: Educational Technology Publications.
 - c. **(IU) Savery**, J. R., & **Duffy**, T. M. (2001). PBL: An instructional model and its constructivist framework. *CRLT Technical Report No. 16-01*, pp. 1-17. IU Bloomington.
12. Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59(1), 14-19.
13. **(IU) Kim**, P., Wang, W., & **Bonk**, C. J. (2025). Generative AI as a coach to help students enhance proficiency in question formulation. *Journal of Educational Computing Research*, 63(3), 565-586. <https://doi.org/10.1177/07356331251314222>
14. **(IU) Video Lecture Supplement:** Curt **Bonk** on the Cognitive Information Processing (CIP) model. Archive URL (73 minutes): <https://youtu.be/xQsTUPI-Qbw>
15. **(IU) Video Lecture Supplement:** Curt **Bonk** on Cognitive and Social Constructivism, including Jean Piaget, Lev Vygotsky, Jerome Bruner, and Robert Gagne. Archive URL (45 minutes): https://youtu.be/YMoH2X_bjEw

Week 7 (October 5). Module #7: Authentic Learning and Cognitive Apprenticeship

1. Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning.

Educational Researcher, 18(1), 32-42.

- a. See also: Collins, A., Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.124.8616&rep=rep1&type=pdf>
2. CTGV (Cognition and Technology Group at Vanderbilt) (1993). Anchored instruction and situated cognition revisited. *Educational Technology*, 33(3), 52-70.
3. Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: University of Cambridge Press (Note: pp. 29-43 only)
4. Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *ETR&D*, 48(3), pp. 23-48.
5. Herrington, J. (2006). Authentic e-learning in higher education: Design principles for authentic learning environments and tasks. In *proceedings of the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (E-Learn) 2006*, October 13-27, 2006, Honolulu, Hawaii. Retrieved from [http://researchrepository.murdoch.edu.au/5247/1/Authentic_e-learning\(authors\).pdf](http://researchrepository.murdoch.edu.au/5247/1/Authentic_e-learning(authors).pdf)
6. **(IU) Bonk**, C. J. (2018, November). Tapping into history via video: Enlisting the legends and legacies of our field. *TechTrends*, 62(6), 538-540. DOI: 10.1007/s11528-018-0332-3
7. **(IU) Zhu**, M., & **Bonk**, C. J. (2025). Guidelines and strategies for fostering and enhancing self-directed online learning. *Open Learning: The Journal of Open, Distance and e-Learning*. 40(4), 382–398. DOI: <https://doi.org/10.1080/02680513.2022.2141105>
8. **(IU) Bonk**, C. J., & Yang, Fuwei, & **Tang**, Y. (in press for 2026). Reimagining teacher education in the age of AI-enhanced self-directed lifelong learning: An interview with Professor Curtis J. Bonk. *Journal of Teacher Education* (<https://xbgjxt.swu.edu.cn/journal/jsausse>)
9. **(IU) Video Lecture Supplement: Curt Bonk** on Constructivism, Social Constructivism, Learner-Centered Instruction, and PBL. Archive URL (41 minutes): <https://youtu.be/qJKofs2PuBU>

Week 8 (October 12). Module #8: Theories of Learning: Comparison

1. Driscoll, M. P. (2018). Psychological foundations of instructional design. In R. A. Reiser, & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th ed.) (pp. 51-60). Boston, MA: Pearson Education, Inc.
2. Reeves, T. C., & Reeves, P. M. (2015). Learning. In L. Cantoni & J. A. Danowski (Eds.), *Communication and Technology: Handbook of Communication Science* (pp. 467-483). Berlin: De Gruyter Mouton. (See also interview of Dr. Tom Reeves, The University of Georgia (26:19): <https://www.youtube.com/watch?v=ZU32W1oclnw>)
3. Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6(4), 50-72.

4. **(IU) Bonk, C. J., & Cunningham, D. J.** (1998). Chapter 2: Searching for learner-centered, constructivist, and sociocultural components of collaborative educational learning tools. In C. J. Bonk, & K. S. King (Eds.), *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse* (pp. 25-50). Mahwah, NJ: Erlbaum.
5. Grabinger, S. R. (1996). Rich environments for active learning. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology*. NY: Simon & Schuster Macmillan.
6. Perkins, D. N., & Salomon, G. (1989). Are cognitive skills context-bound? *Educational Researcher*, 18(1). 16-25.
7. Sawyer, R. K. (2006). The new science of learning. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 1-16). New York: Cambridge.
8. Ellen D. Wagner & Barbara L. McCombs (1995, March/April). Learner centered psychological principles in practice: Designs for distance education. *Educational Technology*, 35(2), 33-35.
9. Stephen Downes (2022). Connectivism. *Asian Journal of Distance Education*, 17(1), 58-87. Available: <https://www.asianjde.com/ojs/index.php/AsianJDE/article/view/623>

Week 9 (October 19). Module #9: History of IT

1. Sangeet Paul Choudary (2026, February 9). Why new technologies don't transform incumbents. *Harvard Business Review*.
2. Ramsey, Jennifer, & West, Richard E. (2023). A recent history of learning design and technology. *TechTrends*. 67, 781–791. <https://doi.org/10.1007/s11528-023-00883-5>
3. Curry, John, Jackson, Sean, & Morin, Heather (2022). It's Not Just the HOW, But Also the WHO: The TCoP Model of Technology Integration. *TechTrends*, 66, 980–987. <https://doi.org/10.1007/s11528-022-00797-8>
4. **(IU) Bonk, C. J., & Wiley, D.** (2020). Preface: Reflections on the waves of emerging learning technology. *Ed Tech Research & Dev* (ETR&D), 68(4), 1595-1612. DOI 10.1007/s11423-020-09809-x. Available: <https://link.springer.com/content/pdf/10.1007/s11423-020-09809-x.pdf> and <http://publicationshare.com/28>
5. Reich, Justin (2020, September 20). Tech Mania is Back. *The Chronicle of Higher Education*. Available: <https://www.chronicle.com/article/ed-tech-mania-is-back?sra=true>
6. Reiser, R. A. (2018). A history of instructional design and technology. In R. A. Reiser, & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th ed.) (pp. 8-22). Boston, MA: Pearson Education, Inc. (see also video interview with Dr. Reiser (22:24): <https://www.youtube.com/watch?v=b8TKA7ta7gU>).

7. **Cho**, Y., Park, S., Jo, S. J., & **Suh**, S. (2013). The landscape of educational technology viewed from the *ETR&D* journal. *British Journal of Educational Technology*, 44(5), 677-694.
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 1. **(IU) Dr. Bob Appelman** (29:46): <https://www.youtube.com/watch?v=TipGTRIJZg4>
 2. **(IU) Dr. Ivor Davies** (47:44): https://www.youtube.com/watch?v=_de5F-gf8t8
 3. **(IU) Dr. Malcolm Fleming** (23:16): https://www.youtube.com/watch?v=5ZtzeR_9R4
 4. Dr. Mike Hannafin (24:11): <https://www.youtube.com/watch?v=Vdo1h4zT1GE>
 5. **(IU) Dr. Phil Harris** (22:50): <https://www.youtube.com/watch?v=aBwBl2uyT4M>
 6. **(IU) Dr. Robert Heinich** (50:14): <https://www.youtube.com/watch?v=Sw-8I09QdMk>
 7. Dr. Mary Herring (18:15): <https://www.youtube.com/watch?v=qK1Jcw7ZjZk>
 8. Dr. Roger Kaufman (18:16): <https://www.youtube.com/watch?v=B0uxzkOmJnQ>
 9. Dr. Kyle Peck (26:11): https://www.youtube.com/watch?v=4_jC0bhnQAI
 10. Dr. Kay Persichitte (31:57): https://www.youtube.com/watch?v=dalz555GB_w
 11. Dr. Rita Richey (43:35), <https://www.youtube.com/watch?v=F1kafjVHwQ8>
 12. **(IU) Dr. Mendel Sherman** (44:14): <https://www.youtube.com/watch?v=ROh41-P8a50>
 13. Dr. Walt Wittich (27:40): <https://www.youtube.com/watch?v=2opzSlpcQMY>
 14. Dr. Leo Yam, HK, AECT Founder (31:45): <https://www.youtube.com/watch?v=aynB3Epv6lw>

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Week 11 (November 2). Module #11: History, Trends, and Issues in HPT

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