Masterclass #1: Expanding Learning Possibilities using Conferencing Technology
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Professor, Indiana University

Part I: Expert Apprenticeship from Video

Web Conferencing
Dubai to Puerto Rico (Edgar Leon)
https://www.youtube.com/watch?v=Imxw0YwTh2Y&list=UUClhOjnvl1pEXd9Skv

Students at Sree Karpagavalli Vidhyalaya school in Chennai, Tamil Nadu, watching Khan Academy math videos.

October 15, 2012
Reusable Khan
Lacking Teachers and Textbooks, India’s Schools Turn to Khan Academy to Survive, NY Times, Anupama Chandrasekaran

TED Talks
(Build a School in the Cloud; Self-Organized Learning Environments (SOLEs), February 2013, TED Talk from Sugata Mitra
http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud.html

February 2, 2015
Here Comes Professor Everybody: The ‘sharing economy’ meets higher education, Chronicle of Higher Education, Jeffrey R. Young
http://chronicle.com/article/Here-Comes-Professor-Everybody/151445/?cid=at

Kevin deLaplante, an associate professor at Iowa State U., makes an average of $2,500 per month teaching from his home studio (above) on sites like Udemy.
February 22, 2013
NASA's spacey Google+ Hangout shows off zero-G antics – and cats!

Part II: Lessons Learned...

Lesson #1. Combining Asynchronous and Synchronous Events
(e.g., guest was David Merrill, 2007)

Synchronous + Asynchronous
(e.g., Elliot Soloway and David Palumbo, 1995)

Lesson #2. If Plan, No Instructor Required
(Guest Session Run by Assistant)

Lesson #3. Test the System
(e.g., Guest No Video)
May 2015
Sync Presentation and Chat in Adobe Connect
https://connect.iu.edu/p259wpiahg9/

Lesson #4. Guest Starts Semester
Michael Horn and Curt Bonk, R685, August 20, 2012
Disrupting Class and the Future of Learning
Michael B. Horn
mhorn@insead.edu
Twitter: @throughintuit

Lesson #5. Multiple Guest Experts
Sara de Freitas and Jim Hensman, U of Coventry, UK
Jay Cross, Berkeley
https://connect.iu.edu/p2ie1yx6z6x/
https://connect.iu.edu/p4bytsoronh/

Lesson #6. Be Willing to Reciprocate

Lesson #7: Experiment with Technology
Collaboration and Discussion in Google Hangouts (1/29/2013)

Lesson #8: Solicit Student Recommendations
Expert Interviews (Rich Culatta, Acting Director, Office of Educational Technology)
Lesson #9: Don’t Give Up!
Serious Gaming Institute, Coventry, UK

Lesson #10: Make a List of Those You Know
Intellagirl Sarah Smith-Robbins and Mark Bell
(Second Life for Dummies)

Part III: Twenty Pedagogical Activities for Class-Related Videoconferencing or Web Conferencing with Experts

1. Expert Presentations with Audience Questioning and Commenting
The guest expert makes a formal or semi-formal presentation of ideas, activities, cultural norms and practices, or research to the class.

2. Expert Demonstrations and Audience Questioning
The guest expert demonstrates a certain technique, idea, principle, etc., while the learners observe and ask follow-up questions.

University of Wisconsin and students in Mexico (agriculture classes)
3. Question and Answer Sessions
The guest expert responds to questions posed by the audience based on a particular topic (the audience might read or watch ahead of time).

4. Responding to Book or Article Quotes
The learners come to the synchronous session with quotes from those articles or resources for the guest expert to respond to.

5. Responding to Publication Visuals
Students find visuals from the culture or country of the guest to respond to; alternatively, they might find charts, tables, figures, and graphs from articles, books, or presentations of the guest expert.

6. Expert Panel
A panel might set up to discuss a particular issue, trend, controversial topic, cultural practice, research finding, announcement, etc.

7. Expert Cultural Sessions
The guest might conduct a short presentation of some aspect of their culture followed by questions from the class.

Q&A Web Conferencing (Feb/May 2015)
Sync Chat in Adobe Connect with students in Kazakhstan about language learning (Adobe Connect, Jabber, iMeet, GoToMeeting, etc.)
https://connect.iu.edu/p259wpiabg9/
8. Expert Interviews and Discussions

Students might read the biography or resume of the guest as well as available articles, books, and other resources about this person. Next, the guest might respond to questions from the class based on these resources.

9. Expert Life Stories

The guest expert might detail different stories or situations that he or she has encountered related to a certain topic of the class. Students in the class can comment on them and ask questions as needed.
10. Expert Session Archive Reviews and Discussions
A class might watch one or more guest expert sessions from a previous semester and form discussion groups based on controversial, confusing, or complex aspects of such sessions.

11. Expert Presentations and Webinars
The guest expert presentation followed by questions and answer session.
e.g., Cathy Davidson or Michael Wesch, The End of Higher Education, [http://connectedcourses.net/thecourse/why](http://connectedcourses.net/thecourse/why)

May 28, 2015
World Bank Institute workshop to Zhengzhou city, China
Email: mtrucano@worldbank.org

July 31, 2014
12. Celebration Events
Book Launching via Skype
University of Waikato, New Zealand
July 31, 2014
Book Launching via Skype
University of Waikato, New Zealand

Cross-Institutional Wikibook Project
(e.g., IU and the University of Houston)

December 16, 2015
Remembering Jay Cross from eLearning Guild in Blab
https://blab.im/elearning-guild-remembering-jay-cross

Zoom, Fall 2015
13. Team Meetings
Research Team Meeting

November 17, 2015
14. Organizational Meetings
Zoom (International Open Badges Extravaganza)
European Meeting (with Dr. Dan Hickey, IU)
September 7, 2015
15. Informal Meetings
Blab
https://blab.im/
https://blab.im/jaycross-learning

July 23, 2015
Informal Meeting
(Jay Cross in Skype)

January 19, 2015
16. Planning Meetings
Sonja Stahl and Diane Salmon, National Louis University, Chicago

August 5, 2015
17. Training Sessions
Zoom Collaboration Overview
https://www.youtube.com/watch?v=JPsnxom1y9M
https://www.youtube.com/watch?v=fGbpwZNW3oI (join a meeting)

January 21, 2016
18. Dissertation defenses
Dissertation proposal meeting with Susan Herring at UCSC

19. Threaded Video Discussions
e.g., Flipgrid
http://flipgrid.com/#429f88c5
November 2014
20. Short Appearances
Shenzhen, China

November 2014
Shenzhen, China

November 2014
Shenzhen, China
Guest Speaker (cameo appearance via Skype from Madrid hotel room)

Final Poll: How many new ideas did you get?
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.

Questions?
Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
Email: curt@worldisopen.com

Masterclass #2:
Best Practices for Cultural Inclusion and Sensitivity in MOOCs and E-Learning
Curtis J. Bonk, Indiana University
With help from
Mimi Miyoung Lee, University of Houston
Thomas C. Reeves, The University of Georgia
Audience Poll #1: Who in here has taken a MOOC?

Poll #2: Who would like a free MOOCs book?

October 19, 2015
MOOCs Are Still Rising, at Least in Numbers,
Ellen Wexler, Chronicle of Higher Education
http://chronicle.com/blogs/wiredcampus/moocs-
are-still-rising-at-least-in-numbers/57527

October 29, 2015
http://chronicle.com/blogs/wiredcampus/campus-tech-leaders-report-more-support-for-free-educational-materials/57551

Chapter 4: MOOCs, MERLOT, and Open Educational Services
Gerard L. Hanley, Ph.D.
MERLOT Executive Director
Assistant Vice Chancellor, Academic Technology Services
California State University, Office of the Chancellor

Figure 1. MOOCs as a Recent Evolution of OER
Chapter 6: Open Education at the University of Cape Town
Laura Czerniewicz, Glenda Cox, Cheryl Hodgkinson-Williams, and Michelle Willmers
Figure 3: The openness journey at the University of Cape Town (UCT)

Chapter 8: MOOCs Downunder: Insights from the Open2Study Experience
Maggie Hartnett, Mark Brown, and Amy Wilson
Massey University, Dublin City University, and Massey University
Figure 3: Example of the Indigenous Studies subject

Chapter 14: Creating a Temporary Spontaneous Mini-Ecosystem through a MOOC
Paul Kim and Charlie Chung, Stanford University
Figure 2. Twitter thread announcing the MOOC

Chapter 15: Learning about MOOCs by Talking to Students
Charles Severance, University of Michigan
Figure 3. Internet History, Technology, and Security on the Coursera Platform.

Chapter 19: Harnessing the Power of Open Learning to Share Global Prosperity and Eradicate Poverty
Sheila Jagannathan, World Bank, Washington DC
Figure 1: World Bank Group Twin Goals

Chapter 20: The Glocalization of MOOCs in Southeast Asia
Zoraini Wati Abas, Ed.D.
Figure 2. Eight of thirteen MOOCs offered by Taylor's University
Chapter 22: OER and MOOCs in Africa: The AVU Experience
Griff Richards and Bakary Diallo, African Virtual University, Nairobi, Kenya

It is estimated that only 6% of Africans can access post-secondary education. The development goal is set at 12% even though North America and Europe are somewhere around 45%.

Chapter 24: ALISON: A New World of Free Certified Learning
Mike Feerick, CEO & Founder, ALISON

Driving down the road to cultural sensitivity in MOOCs?

Chapter 14 (USA/Stanford): Paul Kim and Charlie Chung

- Encourage students to download lecture videos and translate them to other languages and perhaps add captions and make available in their local cloud services.
- Encourage students to create low bandwidth versions of videos for those in low bandwidth areas.
- Encourage students to translate videos and add nuances and words understandable in local languages.
- Encourage students to meet locally in teams to share materials and take care of “sensitive matters.”

Chapter 15 (USA/U of Michigan): Chuck Severance

- Avoid troublesome metaphors and examples (e.g., the baseball World Series in the USA).
- Never show lecturer’s face (use audio only)—allows for complete overdubbing in the native language and avoid hand gesture problems.
- Make slides as word free as possible—where possible use symbols.
Chapter 21 (the Philippines/The Open U):
Melinda Bandalaria
– Strictly avoid references to religion.
– Use acceptable dress code.
– Even when English is the primary or secondary language of the country, consider making MOOC content available in the major dialects of the country.

To be mindful of:
(Mimi Lee, November 2015)
• Jokes and Humor
• Hand gestures or body movements
• Mode of communication
• Dominance of English
• Political issues and current events

To address the concerns:
(Mimi Lee, November 2015)
• "Avoid" troublesome metaphors and images
• "Limit" to audio and "No" video OR keep the video "simple"
• "Neutralize" cultural issues in the contents
• "Personalize" the learning experience to offset the massiveness

To be mindful of:
(Mimi Lee, November 2015)
• Different levels of digital literacy skills
• Local resources by locals
• Legal differences and barriers
• Gender, age and disability issues
• Device-specific pedagogy and interface

To address the concerns:
(Mimi Lee, November 2015)
• "Widen" and "increase" representations from more diverse groups and stakeholders
• "Engage students" to make the contents more culturally sensitive/relevant

Chapter 2: Karen Head
(Tom Reeves, November 2016)
• Be careful with small things like finger pointing—use at least two fingers.
• Jokes and humor can easily be misinterpreted.
• Be aware of shifting political climates impacting resource access such as YouTube in China.
• Many cultures do not have a linear approach (e.g., from A to B) to communication.
• Using visual rhetoric (e.g., visual images) to communicate can be a minefield of problems.
To ensure inclusiveness (including cultural, ethical, and religious), one should openly license all educational materials developed for MOOCs, so as to guarantee the permissions and freedoms required for translation, adaptation, reuse, redistribution, and repackaging.

The single most important requirement is that MOOCs and MOOC resources be made available under Creative Commons licenses or other open licenses which allow for reuse and adaptation. No matter how culturally sensitive the materials, it is essential that a broadcast model be employed.

The agency for and ownership of local resources need to be in the hands of those who best understand local conditions, and therefore they need to be able to create and adapt as they see fit.

MOOCs and Open Education Around the World
http://routledge-nu.com/books/details/9781315807419/