Accessing Open Access Educational Resources:
Augmenting and Accelerating the Apprenticeship Process
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Part I: What is the role of the Instructor in the Online World?
(Instructor as Cat Herder?)

Learning is More Interactive and Collaborative

1. Instructor as Counselor

2. Instructor as Consultant

3. Instructor as Conductor
4. Instructor as Course Ambassador

5. Instructor as Curator

6. Instructor as Concierge

7. Instructor as Camping Trip Guide

8. Instructor as Cultivator

To Instruction as a Cognitive Apprenticeship
Part II: Expert Apprenticeship from Video

February 22, 2013
NASA's spacey Google+ Hangout shows off zero-G antics – and cats!

March 9, 2012
Online Learning Polyglots

Experts from Lynda.com

April 18, 2013
Quincy Jones goes high-tech for the lowdown on music,
Marco della Cava, USA TODAY, Playground Sessions

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

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

Educational Video Anchors
TED-Ed: http://education.ted.com/

TEDx
Aaron Doering, Chasing Seals
http://chasingseals.com/

BETT Talks
Global voices in education technology:
Daphne Koller, Coursera BETT 2013 Keynote Talk
(posted March 14, 2013)
http://www.youtube.com/watch?v=BMiI6RdlNQs&WT.tsrc=Email&WT.mc_id=NWS14
https://www.coursera.org/#course/insidetheinternet

October 27, 2012
Flying Office Hours, 42,000 sign up
Chuck Severance (U Michigan/Coursera) in Barcelona, Seoul, Manila, Melbourne, etc.
http://www.youtube.com/watch?v=JzNHvmSv8TI
https://www.coursera.org/ #course/insidetheinternet
April 27, 2012
Introduction to Blackboard/CourseSites MOOC, With Dr. Curt Bonk: “Instructional Ideas and Technology Tools for Online Success” (4,039 now enrolled)
http://www.youtube.com/watch?v=rBNe8CUePTQ&feature=youtu.be

Academic Earth
Free online video courses from leading universities.

BookTV on C-Span2 (author interviews)

Fora TV (i.e., “the Conference Channel” or “YouTube for Thinkers”; videos on business, technology, science, politics, and culture)

Big Think (short topical video interviews and blogs posts from famous people)

Flipgrid
Short video-based discussions
Tracking the Life of a Scientist
(e.g., Brian J. Ford, independent scientist)
Origin of Humans:
http://www.youtube.com/user/tellymonitor#p/u/2/sWWnVEdl8cU
Tellymonitor’s Channel:
http://www.youtube.com/user/tellymonitor
BBC programs omit living cells:
http://www.youtube.com/watch?v=rdNpTh6Cx6Y
Secret Weapons:
http://www.youtube.com/watch?v=FDe-SrpJaJM&list=UUfHjicB206-wUQg8s9pE14SGKg&index=6&feature=plcp
Dinosaurs (Laboratory News, April 1, 2012):
http://www.labnews.co.uk/news/prehistoric-revolution/
Segment Video Anchors
(e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning; “Wikibooks Hooray for Us”)
http://www.tubechop.com/watch/378752
Poll #1:
But is this a revolution?
A. Yes
B. Maybe
C. No
Part III: Ten Anchors and Enders:
Instructor Centered
1. Online Video Anchoring
Online videos are used as an anchor or advance organizer of a class lecture.
Learning and Memory Videos
6. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.

7. Key Concept Reflections

Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.

Part V: Ten Anchors and Enders: Student Centered

1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.

Interactive Multimedia Glossaries
Umida Khikmatillaeva, Dec. 2011, PS40
http://learningplanet.shutterfly.com/

4. Student Anchor Demonstrations

Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.
April 25, 2012
MIT+K-12
Making Video to Make a Difference
http://k12videos.mit.edu/

WonderHowTo and Howcast

5. Anchor Creators
Students create their own YouTube videos to illustrate course concepts.

10. Anchor Creator Interviews
Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.

Part V: Lessons Learned...

Karl Fisch, Did You Know? Shift Happens—Globalization, Information Age
Lesson #1. Combining Asynchronous and Synchronous Events
(e.g., guest was David Merrill, 2007)

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

Lesson #3. Test the System
(e.g., Guest No Video)

Lesson #4. Guest Starts Semester
Michael Horn and Curt Bonk, R685, August 20, 2012

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

Synchronous + Asynchronous
(e.g., Elliot Soloway and David Palumbo, 1995)
Lesson #6. Be Willing to Reciprocate

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

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

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 VI: Ten 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.

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.

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.

Videoconference
Shanghai, China, April 28, 2013
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.

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