Through the Words of Experts:
Cases of Expanded Classrooms Using
Conferencing Technology

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The Age of Videopedia...

Source: http://reviews-bonuses.net/videopedia-pro-1-0-reviews-bonuses/

June 14, 2016
Microsoft to Acquire LinkedIn for $26.2 Billion, Jay Greene, CNN Money


World First: University of Michigan's Dr. Chuck Holds a Graduation Ceremony for MOOC Students
Anuar Lequerica, Class Central


September 14, 2015
Credit for Watching a TED Talk? A new platform aims to help employers track casual learning
Chronicle of Higher Education, Jeffrey R. Young

Degreed: https://degreed.com/

February 2016
Will Video Kill the LMS?
Josh Bersin, CLO


YouTube statistics show more than a billion people regularly watch video, and the number of hours spent watching video rose 60 percent in the last year alone. More than 2 billion people have video-enabled smartphones, and video now makes up 64 percent of Internet traffic on mobile phones.
In the learning industry, companies like BigThink, General Academy, Khan Academy, Pluralsight, Skillsoft, Udacity and Udemy produce thousands of hours of high-quality instructional video—much of it authored by experts, not instructors—which is easy to find, use and absorb on the Internet.

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**Part I: Expert Apprenticeship from Video**

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**Apprenticeship in the Past...**

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**1. Instructor as Concierge**
2. Instructor as Consultant

3. Instructor as Conductor

4. Instructor as Curator

5. Instructor as Camping Trip Guide

6. Instructor as Course Ambassador

Age of Instructor as Curator, Concierge, Counselor, etc.
Instruction as a Cognitive Apprenticeship

Rationale Behind Web Conferencing

- Reflect on real world
- Receive mentoring and advice
- Articulate ideas and questions for the expert
- Try out initial kernels of ideas
- Novice on the boundary peers into discipline
- Form new social connections
- See new perspectives
- Get excited about a discovery, issue, idea, finding, etc.

Principles of Connectivism

1. Learning and knowledge rests in diversity of opinions.
2. Learning is a process of connecting specialized nodes or information sources.
3. Learning is a process of connecting entities
4. Nurturing and maintaining connections is needed to facilitate continual learning.
5. Ability to see connections between fields, ideas, and concepts is a core skill.
6. Capacity to know more is more critical than what is currently known.
7. Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.

Quote from George Siemens

“The pipe is more important than the content within the pipe. Our ability to learn what we need for tomorrow is more important than what we know today.”

Siemens, 2004

Social Networks


Academic Earth

Free online video courses from leading universities.
Short Video Anchors
(e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning)
http://www.tubechop.com/watch/378752

Part II: Lessons Learned...

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

Jennifer Maddrell, R678 (Zoom)

February 15, 2016
Synchronous + Asynchronous

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

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

1. There was statistically significant improvement in English Proficiency for mobile learning group.
2. There was no significant difference between the two groups.
Lesson #3. Test the System  
(e.g., Guest No Video)

May 2015  
Sync Presentation and Chat in Adobe Connect (from hotel room)  
https://connect.iu.edu/p259wpiabg9/

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  
Jay Cross, Berkeley  
https://connect.iu.edu/p2ie1yx6z6x/

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.
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.

April 28, 2016
Communities
Shindig, Video Chat Tool
Future Trends Forum (with Bryan Alexander)
https://bryanalexander.org/

July 14, 2016
Shindig
http://events.shindig.com/event/ftf-wheeler

March 1, 2016
Tarleton State University, Dr. Credence Baker, Zoom

Guest Chats (in Adobe Connect)
(e.g., Emily Nixson, January 20, 2015)
https://connect.iu.edu/p259wpiabg9/
February 2016
Discuss Course Requirements
R511 Chat with Charlie Reigeluth

Spring, 2016
Guest Expert Chat (R511) in Zoom
Weekly R511 Chat (e.g., Mike Molenda, Insung Jung, etc.)

March 8, 2016
Book Author Chats (R511)
Robert (Bob) Reiser, Florida State, Zoom

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.

GETideas Channel, Cisco
(Thought Leader Series uploaded to YouTubEdu)
July 22, 2011
November 11, 2015
Learning Talks
Elliott Masie's Learning 2015

11. Expert Presentations and Webinars
The guest expert presentation followed by questions and answer session.

February 15, 2016
Chris Pedrick and Brad White (Skype, Zoom, and WebEx)
Canadian Forces Training Development Centre/ CFB Borden, Canadian Armed Forces

July 14, 2016
2015 AECT/ China Research Symposium - Speakers

Web Conferencing
Dubai to Puerto Rico (Edgar Leon)
https://www.youtube.com/watch?v=Imxw0YwTh2Y&list=UUClhO-jnvl1pEXd9Skv-_Iw

Videoconference
Shanghai, China, April 28, 2013
May 28, 2015
World Bank Institute workshop to Zhengzhou city, China
Here is his webpage: http://michaeltrucano.com/index.html

July 31, 2014
12. Celebration Events
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 and Collaboration
Research Team Meeting

Zoom, June 22, 2016
13. Team Document Review
Research Team Meeting
13. Team Meetings and Collaboration
Research Team Meeting (from a car)

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-for-yourself

July 23, 2015
16. Planning Meetings
Sonja Stahl and Diane Salmon, National Louis University, Chicago

January 19, 2015
17. Training Sessions
Zoom Collaboration Overview
https://www.youtube.com/watch?v=JPsnxom1y9M
https://www.youtube.com/watch?v=t08peZIKW3c (join a meeting)
January 21, 2016
18. Dissertation Defenses
Dissertation proposal meeting with Susan Herring at UCSC

March 10, 2016
20. Streaming Conferences
Watch SXSWedu Live, Connie Yowell

November 2014
Bonus. Short Cameo Appearances Can Work
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