

Masterclass #1: Expanding Learning Possibilities using Conferencing Technology

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Part I: Expert Apprenticeship from Video



Web Conferencing Dubai to Puerto Rico (Edgar Leon)

https://www.youtube.com/watch?v=3waw07a7u28&list=PL80j0u1a5K098ku..._de



Dr. Leon teaching to Dubai (in Spanish)

October 15, 2012

Reusable Khan

Lacking Teachers and Textbooks, India's Schools
Turn to Khan Academy to Survive, NY Times,
Anupama Chandrasekaran

<http://blogs.khanacademy.org/2012/10/15/turning-schools-and-textbooks-into-schools-for-the-khan-academy-to-survive/>

The New York Times International Herald Tribune



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



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/1514651736-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!



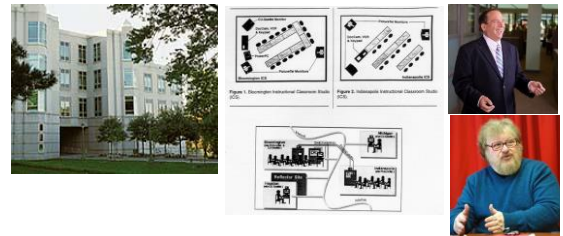
Part II: Lessons Learned...



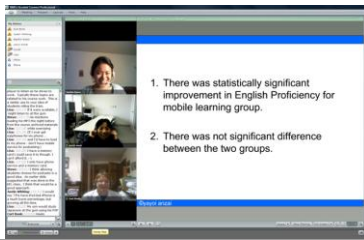
Lesson #1. Combining Asynchronous and Synchronous Events
 (e.g., guest was David Merrill, 2007)



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/p259wpiabg9/>



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



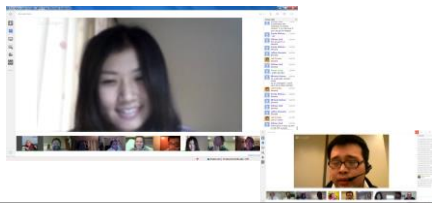
Lesson #5. Multiple Guest Experts Sara de Freitas and Jim Hensman, U of Coventry, UK Jay Cross, Berkeley (<https://connect.iu.edu/p48484848/>)



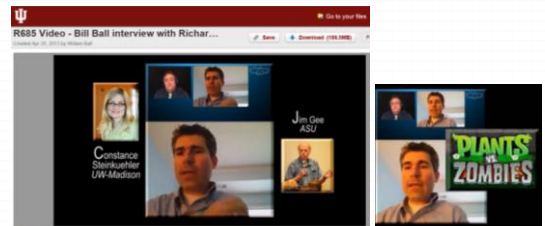
Lesson #6. Be Willing to Reciprocate



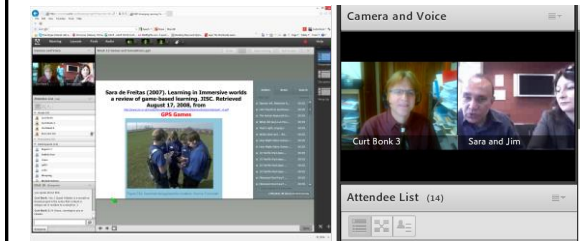
Lesson #7: Experiment with Technology Collaboration and Discussion in Google Hangouts (1/29/2013)



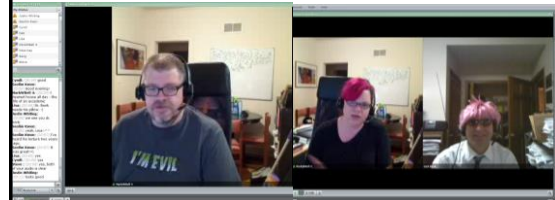
Lesson #8: Solicit Student Recommendations Expert Interviews (Rich Culatta, Acting Director, Office of Educational Technology)



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



© Big Ideas in Distance and Flexible Learning (2012)

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.

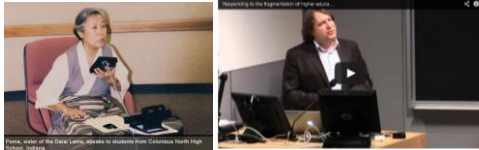


University of Wisconsin and students in Mexico (agriculture classes)



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.

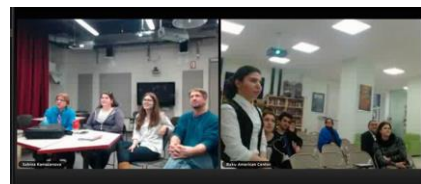


7. Expert Cultural Sessions

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

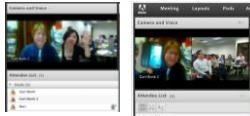


Q&A Web Conferencing (Feb/May 2015)
 Sync Chat in Adobe Connect with students in Kazakhstan about language learning (Adobe Connect, Jabber, iMeet, GoToMeeting, etc.)
<https://connect.iu.edu/p259wpiabg9/>



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.



Videoconferencing (first demo in 1964 at the World's Fair; use increased in 2003)

Tablets Rock On: Education Tech Through The Ages, Information Week, February 26, 2013



Guest Chats (in Adobe Connect)

(e-g., Emily Nixon, January 20, 2015)

<https://connect.iu.edu/p259wpiabg9/>



January 12, 2016

Discuss Course Requirements
R511 Chat with Minkyong Kim



January 20, 2016

Guest Expert Chat
R511 Chat with Mike Molenda



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.



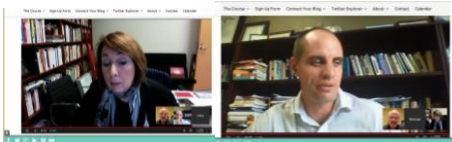
GETideas Channel, Cisco (Thought Leader Series uploaded to YouTubeEdu) July 22, 2011



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/the-course/why-we-need-a-why/>



Videoconference Shanghai, China, April 28, 2013



May 28, 2015

World Bank Institute workshop to Zhengzhou city, China

Here is his webpage: <http://michaelrucas.com/index.html>
Email: michaelrucas@worldbank.org
<https://blogs.worldbank.org/edutech/edtech-and-mooc-times-china>



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



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-for-yourself>



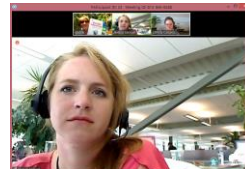
July 23, 2015 Informal Meeting (Jay Cross in Skype)



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



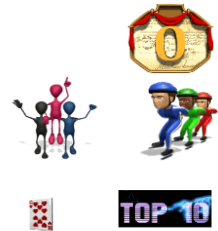
November 2014
Shenzhen, China

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.
7. More than 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

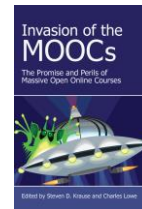
Curtis J. Bonk, Indiana University
 With help from
 Mimi Miyoung Lee, University of Houston
 Thomas C. Reeves, The University of Georgia



Audience Poll #1: Who in here has taken a MOOC?



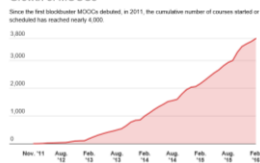
Poll #2: Who would like a free MOOCs book?



October 19, 2015 MOOCs Are Still Rising, at Least in Numbers, Ellen Wexler, Chronicle of Higher Education

<http://chronicle.com/blogs/conversation/moocs-are-still-rising-at-least-in-numbers/27342>

Growth of MOOCs



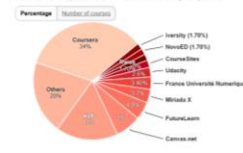
Source: Class Central <http://www.classcentral.com>

October 19, 2015 MOOCs Are Still Rising, at Least in Numbers, Ellen Wexler, Chronicle of Higher Education

<http://chronicle.com/blogs/conversation/moocs-are-still-rising-at-least-in-numbers/27342>

Course Distribution by Provider

Coursecore, with over 1,000 courses, offers more courses than any other provider.



Source: Class Central <http://www.classcentral.com>

October 29, 2015 Campus Tech Leaders Report More Support for Free Educational Materials, Ellen Wexler, Chronicle of Higher Education

<http://chronicle.com/blogs/conversation/campus-tech-leaders-report-more-support-for-free-educational-materials/27557156>

Encouraging Faculty to Use Open-Source Content

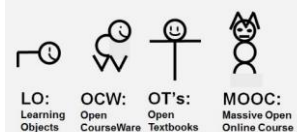
Here's the percentage of survey respondents who report that their institutions encourage faculty members to use open education resources in their courses.



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

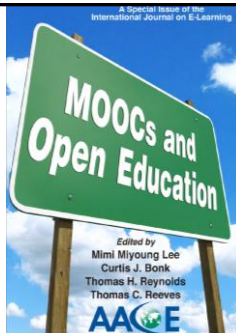
Griff Richards and Bakary Diallo,
African Virtual University, Nairobi, Kenya

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 Bandalara

- 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 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)

- “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 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.

coursera Foundations of Virtual Instruction

- Asynchronous Learning
- Chat
- Open Source
- Synchronous Learning
- Virtual Classroom
- Webinar

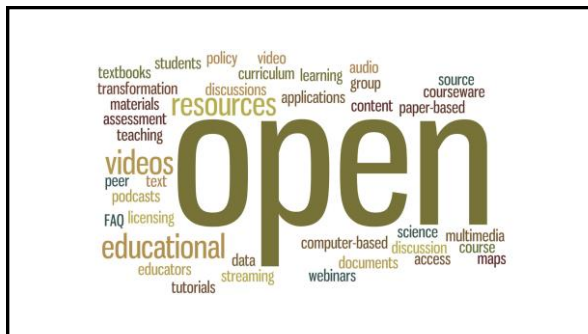


dog →



Chapter 5: Carina Bossu (Tom Reeves, November 2016)

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, re-use, redistribution, and repackaging.



Chap. 6: Laura Czerniewicz (Tom Reeves, November 2016)

- 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 re-use 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.

LICENSES	TERMS
	Attribution Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you
	No Derivative Works Others can only copy, distribute, display or perform verbatim copies of your work
	Share Alike Others can distribute your work only under a license identical to the one you have chosen for your work
	Non-Commercial Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.

MOOCs and Open Education Around the World

<http://routledge-ny.com/books/details/9781138807419/>

