

## Accessing Open Access Educational Resources: Augmenting and Accelerating the Apprenticeship Process

Dr. Curtis J. Bonk, [cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)  
Professor, Indiana University



Blink Tower: <http://vimeo.com/43401199>

## 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!

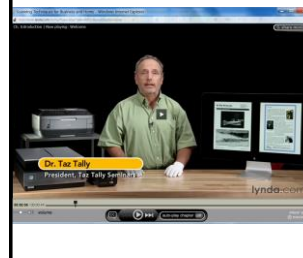


## March 9, 2012 Online Learning Polyglots



Timothy posts videos of himself speaking several languages on YouTube.

## Experts from Lynda.com



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

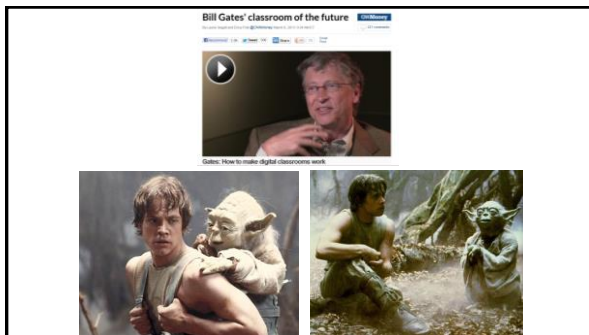


## October 15, 2012 Reusable Khan Lacking Teachers and Textbooks, India's Schools Turn to Khan Academy to Survive, NY Times, Anupama Chandrasekaran

<http://www.nytimes.com/2012/10/15/technology/khan-academy-in-india.html>



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 (SOEs), February 2013, TED Talk from Sugata Mitra

[http://www.ted.com/talks/sugata\\_mitra\\_build\\_a\\_school\\_in\\_the\\_cloud.html](http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud.html)

**TED** Ideas worth spreading

TALKS

Sugata Mitra: Build a School in the Cloud

**TED** Ideas worth spreading

TALKS

Sugata Mitra: Build a School in the Cloud

## Educational Video Anchors

**TED-Ed:** <http://education.ted.com/>

**TED-Ed**

LESSONS WORTH SHARING

TED-Ed Launches on YouTube

**TED-Ed**

LESSONS WORTH SHARING

TED-Ed Launches on YouTube

## TEDx

**Aaron Doering, Chasing Seals**

<http://chasingseals.com/>

Speaking for Change and Humanity

## BETT Talks

Global voices in education technology:  
Daphne Koller, Coursera BETT 2013 Keynote Talk  
(posted March 14, 2013)

[http://www.youtube.com/watch?v=BMIU6rdlNQs&WT.mc\\_id=NWS14](http://www.youtube.com/watch?v=BMIU6rdlNQs&WT.mc_id=NWS14)

## 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=zNitymSv8TA>

<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=rN8e8CuePT0&feature=youtu.be>



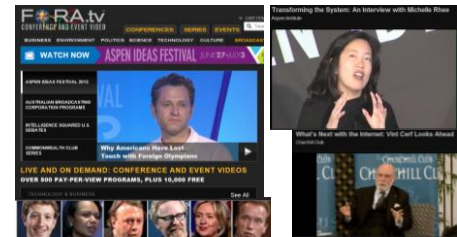
**Academic Earth**



**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**

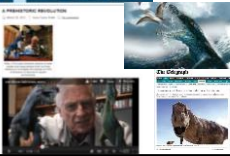


### Tracking the Life of a Scientist

(e.g., Brian J. Ford, independent scientist)

Origin of Humans: <http://www.youtube.com/user/tellymonitor#p/u/2/6WwV6d8cU>  
 Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>  
 BBC programs omit living cells: <http://www.youtube.com/watch?v=rDNoTh6C6eY>  
 Secret Weapons: <http://www.youtube.com/watch?v=FDe-SrpaJH8t8&list=U89Hjpk-wUQg8sp414SGkg&index=6&feature=plcp>  
 Dinosaurs (Laboratory News, April 1, 2012): <http://www.labnews.co.uk/news/prehistoric-revolution/>

#### Laboratory News



### 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, P540  
<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.

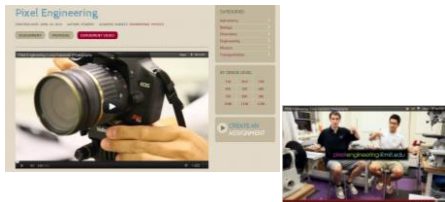


**April 25, 2012**

**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.



Karl Fisch, Did You Know?  
Shift Happens—Globalization,  
Information Age



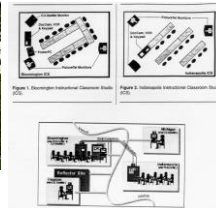
## Part V: Lessons Learned...



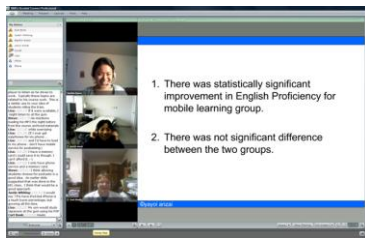
### Lesson #1. Combining Asynchronous and Synchronous Events (e.g., guest was David Merrill, 2007)



### 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)



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



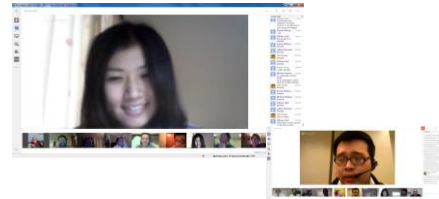
### Lesson #5. Multiple Guest Experts Sara de Freitas and Jim Hensman, U of Coventry, UK (<https://connect.ju.edu/p2e1yx6bbs/>) Jay Cross, Berkeley (<https://connect.ju.edu/p4btytsoroh/>)



### Lesson #6: Be Willing to Reciprocate



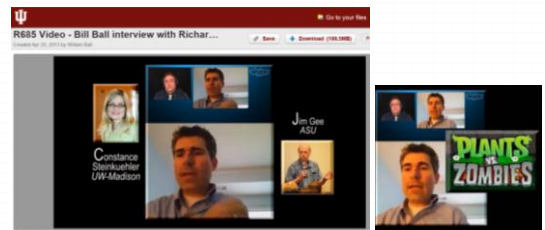
### Lesson #7: Experiment with Technology Collaboration and Discussion in Google Hangouts (1/29/2013)



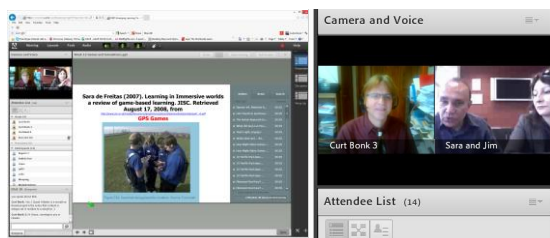
### Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)



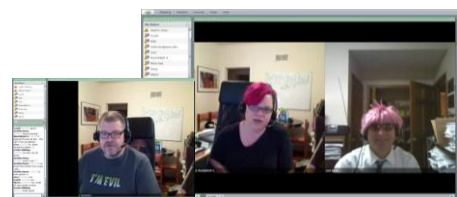
### Lesson #8: Solicit Student Recommendations Expert Interviews (Rich Culatta, Acting Director, Office of Educational Technology)



### 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.



### Jay Cross, April 15, 2013 (Adobe Connect + Google Hangouts)



### 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.



#### 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



### 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  
<http://www.informationweek.com/education/education-through-the-ages>



### 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.

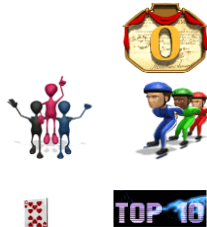


### GETideas Channel, Cisco (Thought Leader Series uploaded to YouTubeEdu), July 22, 2011



### 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](http://TrainingShare.com)  
 Papers: [PublicationShare.com](http://PublicationShare.com)  
 Book: <http://worldisopen.com/>  
 Email: [curt@worldisopen.com](mailto:curt@worldisopen.com)

