Proposal Template

Prior to presenting at the Graduate Studies Committee (GSC) for review, please provide answers to the following questions, as relevant. Please contact Matthew Boots (mboots1@iu.edu) with any questions.

Title: Certificate in Online Teaching and Learning Practices (Online)
https://bulletins.iu.edu/ist/grad/current/ist/cert-online-teaching-and-learning-practices.shtml
GSC presenter: Curt Bonk, IST Dept.

This proposal is for a...
☑ program change  ☐ new program  ☐ policy change  ☐ new policy

Include responses to each question, as relevant:

1. What are you proposing and why? (If proposing a change, then the description and rationale should be relevant to the change(s) only.)

There are two courses in IST that have included modules related to online teaching and learning perhaps longer than any course in the entire IU system; namely, R678 Emerging Learning Environments and R546 Instructional Strategies for Thinking, Collaboration, and Motivations. Each course has a three-decade long history at IU and have included information about online teaching and learning since the mid 1990s. In both courses, students receive a free book on online motivation and instruction ("Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online") written by the instructor in 2014 which contains over 100 activities for engaging and interactive online learning; that book. This book is available for free in English and Chinese and has been downloaded well over 250,000 times. Certificate students also learn from a sister book from the instructor published in 2008, "Empowering Online Learning: 100+ Activities for Teaching, Reflecting, Displaying, and Doing." And they will learn from the content of his book, The Handbook of Blended Learning: Global Perspectives, Local Designs.

Several other books related to online education and innovative pedagogy have emanated from the content of both of these two courses. For instance, 42 former students in R546 tell stories about teaching and learning in 22 countries (e.g., Mexico, India, Morocco, Bhutan, Papua New Guinea, Thailand, Cyprus, Singapore, Finland, Botswana, New Zealand, Yemen, Saudi Arabia, Rwanda, Costa Rica, Kazakhstan, Botswana, Morocco, Israel, Uzbekistan, Korea, and Taiwan and mainland China) in the following book which has eight sections including ones on Teaching with Technology, Active Learning Strategies, Global Education, Innovative Education, and Pandemic Practices. This book also relates to the certificate program since many of their emotional and educationally powerful stories relate to the use of innovative technology during the pandemic as well as global technologies for international exchanges and collaboration among K-12 students in different countries.


In addition, R678 and R546 content has led to countless publications, speeches, webinars, video primers, training sessions, radio show appearances, and news stories. The 27 video primers that were Curt Bonk developed a decade ago for the IU School of Education Instructional Consulting office were based on R546 and R678 content and have been downloaded more than 160,000 times to date. He also designed the first massive open online course (MOOC) for Blackboard (and first MOOC taught at IU) on online teaching and learning in 2012 based on R546 and R678 content. The course had nearly 4,000 educators enrolled in and many thousands more took it as a self-paced course later. In effect hundreds of thousands (if not millions) of educators at hundreds (if not thousands) of institutions and organizations around the planet have been trained to teach in fully online and blended environments based on R546 and R678 content. It makes no sense not to include those courses, at least as electives, in our own certificate program for online teaching and learning.

These two courses were mistakenly excluded from the original certificate proposal when the primary instructor for both courses was on sabbatical at the time.

Proposal: Both courses should be added as electives in the certificate program to both the strand on: (1) Designing Experiences and (2) Equity Cultural Inclusion for Diverse Learners. Each course deals with diversity issues in different ways. For instance, R678 includes weeks on online education for those in the Global South and in regions of the world without adequate technology access. In addition, R546 relies on models or frameworks of instructional (namely, the Read, Reflect, Display, and Do (R2D2) model and TEC-VARIETY framework) that are specifically designed to address learning for the diverse learners on this planet. R546 covers content on critical and creative thinking, cooperative and collaborative learning, motivation, and technology integration.

2. How will this impact enrollment?

Hopefully, it will increase enrollments in the certificate program since many people around the world are aware of R546 and R678. The Transformative Teaching Around the World book, mentioned above, which was published a few months ago, includes chapters from 45 people in 22 different countries who are operationalizing the R546 content. When taught FTF, R546 often feels like a mini United Nations meeting with students from more than a dozen countries in the room. All prior students over the past three decades are ambassadors of IU, the
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IU School of Education, and the R546 course. When they hear about R546 and R678 as electives in a new certificate program for online teaching and learning, many R546 alumni will help spread the word. In addition, the primary instructor (Curt Bonk) annually gives dozens of keynote and invited talks around the world, FTF and virtually, on online and blended forms of learning. He will now be able to promote the certificate program when giving such talks. Dr. Bonk has utilized videoconferencing technology for more than a quarter century to offer the R546 course throughout the state of Indiana to other IU campuses (e.g., IUPUI, IU East, IU Southeast, IUPUC, and IU Northwest) and to school districts such Center Grove, Lebanon, and Turkey Run. He has also taught that course live in Indianapolis at IUPUI and in Center Grove School District. Suffice to say, it is a known quantity. R678 has also been taught with videoconferencing technology between IU Bloomington and IUPUI for nearly as long. That course had several different courses titles and was taught as a seminar course prior to evolving into R678 Emerging Learning Technologies about a dozen years ago.

3. How will this impact students’ time to degree?

It should not have a negative or a positive impact since most people taking this certificate will do so prior to enrolling in a degree program. For example, they might get the certificate prior to enrollment in the IST master’s program and, in effect, stack their degrees. Alternatively, many students will enroll in the certificate as a stand alone program of study.

4. How will this impact specific student populations and/or DEI issues?

This is already explained in #1 and #2 above. The range of topics addressed in both courses are intended to address a widely diverse audience across all educational sectors. The low risk, low cost, low time instructional strategies learned in R546 can be utilized in low resource educational settings. In addition, the open educational resources and massive open online courses (MOOCs) addressed in R678 for less developed countries and regions of the world (often referred to as the Global South), provide educational opportunities where previously there were few if any. In fact, several books on MOOCs and Open Education resulted, in large part, from teaching R678, including (1) MOOCs and Open Education (2015); (2) MOOCs and Open Education Around the World (also in Chinese); (2); and MOOCs and Open Education in the Global South (2022). As a result, R678 students read chapters from those books and learn about how open and distance education is transforming education in dozens of countries. The 2020 book on the Global South features 30 chapters and 67 contributors from Asia, Latin America, the Middle East, Africa, the Pacific/Oceania, and the Caribbean (e.g., Thai and, Egypt, South Africa, Kenya, Brazil, Chile, Sri Lanka, Fiji, India, etc.) who are leading efforts in rapidly changing nations and regions. This wide-ranging collection grapples with accreditation, credentialing, quality standards, innovative assessment, learner motivation and attrition, and numerous other issues. It also explores initiatives that are leveraging flexible systems like MOOCs to educate, train, and empower populations previously denied access to such opportunities.

In addition to the above, the most widely used book that resulted from R678 content directly addresses educational issues of access; namely, “The World is Open: How Web Technology is Revolutionizing Education” which was first published in 2009 and expanded in paperback in 2011. That book toc was translated to Chinese as well as Arabic and became a highly popular (bestselling) book in China.

5. How will this impact School of Education resources, including faculty loads?

It should have no impact on load.

6. How will this be effectively sustained over time?

As it is an elective course, there are plenty of other course options for students to enroll in should either R546 or R678 not be offered in the future. The present proposal is only adding to the available course options.

7. What was the departmental vote tally for this proposal? (e.g., “12 in favor, 2 opposed, 3 abstained”)

16 in favor, opposed, abstained
Certificate in Online Teaching and Learning Practices (Online)

Certificate Requirements (12 cr.)

Core Requirements (6 cr.)
RS21 Instructional Design & Development I (3 cr.)
P632 Designing for Learning in Context (3 cr.)

Strand Requirements (6 cr.)
Select one strand and two courses within that strand:

Designing Experiences

- R541 Instructional Development and Production I (3 cr.)
- R542 Instructional Graphics Design (3 cr.)
- R546 Instructional Techniques to Facilitate Thinking, Collaboration, And Motivation (3 cr.)
- R547 Computer Mediated Learning (3 cr.)
- R622 Learning Environments Design (3 cr.)
- R678 Emerging Learning Technologies (3 cr.)
- R685 Topical Seminar in Instruction Systems Technology: Learning through Complex Problem Solving (3 cr.) or P674 Advance Topical Seminar in Learning Sciences: Learning through Complex Problem Solving (3 cr.)
- R685 Topical Seminar in Instruction Systems Technology: Technology Innovations and Computing (3 cr.)

Equity and Cultural Inclusion for Diverse Learners

- D524: Power and Voice in Adult Education Programs (3 cr.)
- P631: Theorizing Learning in Context (3 cr.)
- R546 Instructional Techniques to Facilitate Thinking, Collaboration, And Motivation (3 cr.)
- R678 Emerging Learning Technologies (3 cr.)
- R685 Topical Seminar in Instruction Systems Technology: Online Professional Development for Cultural Inclusion (3 cr.)

Adult Education:

- D505: Adult Learning through the Lifespan (3 cr.)
- D506: Adult Education Planning and Development (3 cr.)
- D525: Introduction to Distance Education Systems in Adult Education (3 cr.)