

**Stretching the Edges of Technology-Enhanced Teaching: From Tinkering to Tottering to Totally Extreme Learning**

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**August 11, 2011**  
 Unleashing the Potential of Technology in Education, The Boston Consulting Group, Allison Bailey, Tyce Henry, Lane McBride, & J. Pucket  
<http://www.bcg.com/documents/file82603.pdf>



**Audience Poll:**  
 Raise your hands if learning technology has ever transformed your life.



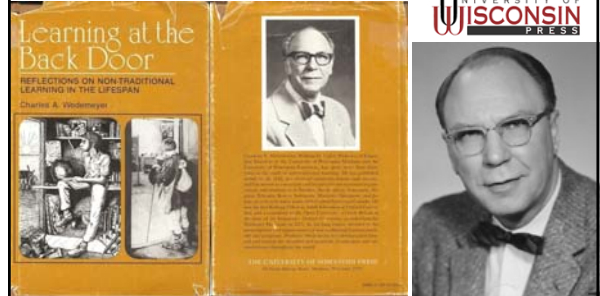
**Change not possible as an accountant...**  
 (Life as a CPA, 1981-1986)



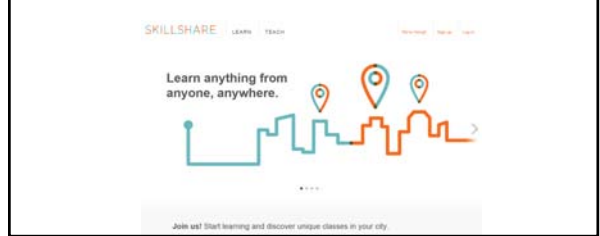
**Decided to Read, Read, Read...**  
(e.g., People like Albert Bandura, Howard Gardner, Roger Schank, **Elliot Soloway**, etc.)



**Took Correspondence & TV Courses**  
(thanks to Bob Clasen and Charles Wedemeyer, the University of Wisconsin)



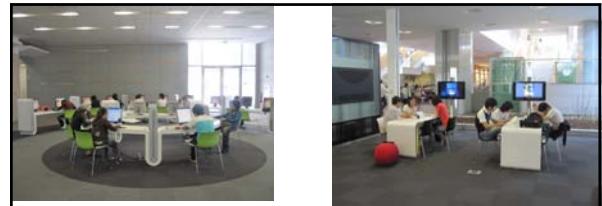
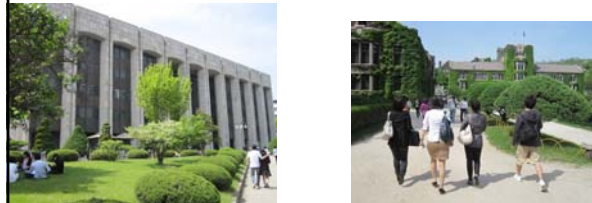
**Fast Forward 25+ Years...**  
"Anyone can now learn anything from anyone at any time."



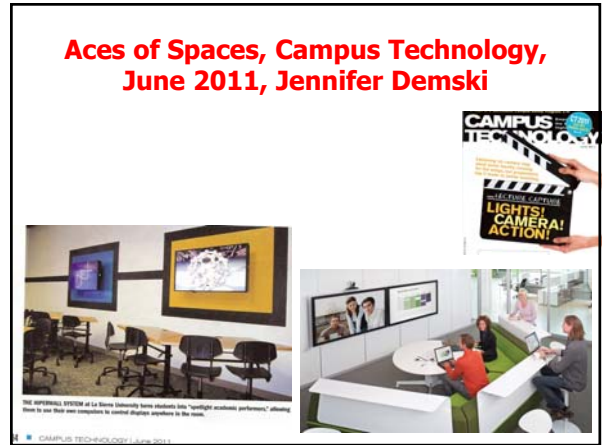




**Yonsei University, Seoul, Korea**

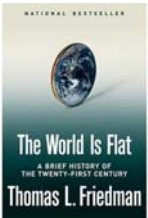
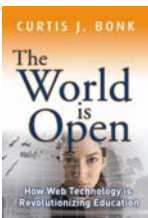



**Yonsei University Library, Seoul, Korea**



## The Triple Convergence

The Flat World P's	The Open World P's
<b>1. Processes Leveled</b>	<b>1. Piping/Infrastructure</b>
<b>2. Playing Field Equalized</b>	<b>2. Pages of Content</b>
<b>3. Participants</b>	<b>3. Participatory Culture</b>

## WE-ALL-LEARN:

### Ten Forces that Opened the Learning World

- W**eb Searching in the World of e-Books
- E**-Learning and Blended Learning
- =====
- A**vailability of Open Source and Free Software
- L**everaged Resources and OpenCourseWare
- L**earning Object Repositories and Portals
- =====
- L**earner Participation in Open Info Communities
- E**lectronic Collaboration and Interaction
- A**lternate Reality Learning (e.g., MMOG, Second Life)
- R**ead-Time Mobility and Portability (e.g., iPhone)
- N**etworks of Personalized Learning (Blogs, RSS)



# Audience Participation!

1. WE
2. ALL
3. LEARN!!!




## It is very open!

(e.g., Korea, Saudi Arabia, Norway, etc.)



## It is Open in the Philippines

at ICODEL, February 22-24, 2012



## How Open?




## New Technologies = New Delivery Methods...

CLO, September 2011



**Learning Delivery**  
How Do You Deliver Learning?

## MIT Open Courseware:

<http://ocw.mit.edu>



Home

Video Lecture

Assignments

**Open Yale Courses:**  
<http://open.yale.edu>




Home

Video Lectures

Downloadable Resources


**Khan Academy:**  
<http://www.khanacademy.org>



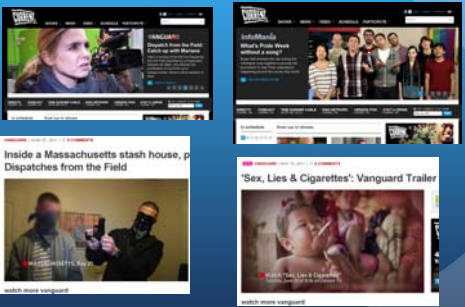
Home

Salman Khan: Math master of Internet

Assessment




**CurrentTV**  
**Citizen Generated News**



Inside a Massachusetts stash house, p  
 Dispatches from the Field

"Sex, Lies & Cigarettes": Vanguard Trailer


**Jon Bowermaster :**  
<http://www.jonbowermaster.com>



Home

Blog

Videos



**Eartheducation:** <http://it.umn.edu/eartheducation>




Home

Field Update






**iCivics:** <http://www.icivics.org>



Home

Social Games

Resources for teachers



**BBC Learning English:**  
<http://www.bbc.co.uk/worldservice/learningenglish>

Home

Assessment Tool

Topics from Everyday Life

**Discovery News Videos:**  
<http://news.discovery.com/videos/>

Home

Sorted by Subject

Involved Universities



**I am not Content!!!**

**But when do we embrace online learning?**  
 (Katrina, August 2005; Ike, Sept 2008; Irene, August 2011)

©2008 AccuWeather.com

**After earthquakes!**

Cap-Haïtien

HAITI

St. Marc

Earthquake epicenter

DOM. REP.

Port-au-Prince

50 km

50 miles

Chile

ARGENTINA

CHINA

Chengde

McClatchy-Tribune



**When there are diseases and outbreaks...(SARS, 2003; H1N1, 2009-2010)**

**During Snowmageddon, Washington, DC (winter of 2010)**



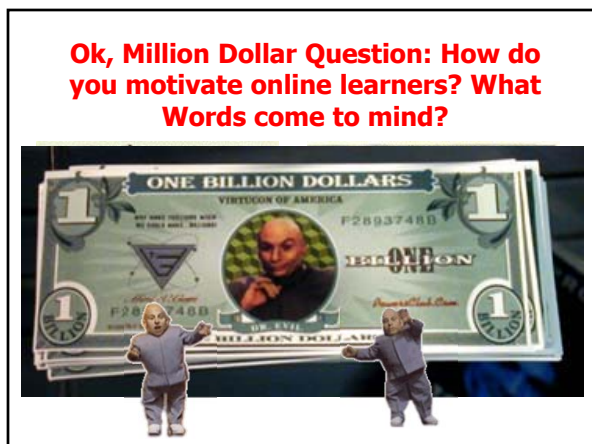
**Students are running out of patience!**



**A Vision of Today's Students**



**Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?**



**Motivation Research Highlights (Jere Brophy, Michigan State University)**

1. **Supportive**, appropriate **challenge**, **meaningful**, moderation/optimal.
2. Teach **goal** setting and self-reinforcement.
3. Offer **rewards** for good/improved performance.
4. Novelty, **variety**, **choice**, adaptable to interests.
5. Game-like, **fun**, fantasy, curiosity, suspense, active.
6. Higher levels, divergence, dissonance, **peer interaction**.
7. Allow to create finished **products**.
8. Provide immediate **feedback**, advance organizers.
9. Show intensity, **enthusiasm**, interest, minimize anxiety.
10. Make content **personal**, concrete, familiar.



**I even reflected on this for a moment...and then something magical happened...**




**Framework #2: TEC-VARIETY for Online Motivation and Retention**

1. **Tone/Climate: Psych Safety, Comfort, Belonging**
2. **Encouragement, Feedback: Responsive, Supports**
3. **Curiosity: Fun, Fantasy, Control**
- ...
4. **Variety: Novelty, Intrigue, Unknowns**
5. **Autonomy: Choice: Flexibility, Opportunities**
6. **Relevance: Meaningful, Authentic, Interesting**
7. **Interactive: Collaborative, Team-Based, Community**
8. **Engagement: Effort, Involvement, Excitement**
9. **Tension: Challenge, Dissonance, Controversy**
10. **Yields Products: Goal Driven, Products, Success, Ownership**

**1. Tone/Climate: Social Ice Breakers**

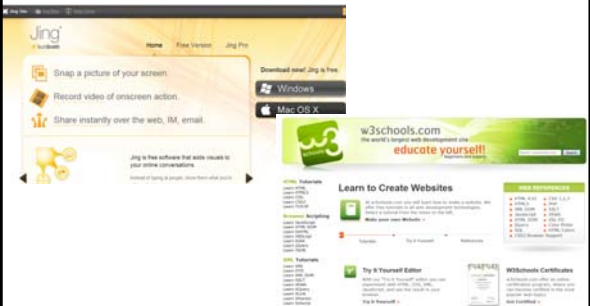
**A. 8 nouns (adjectives, verbs)**

- **List of nouns:** (e.g., pirate, computer, traveler, roadrunner, wind, bookworm, musician, mentor, etc.)  
 - <http://www.momswhothink.com/reading/list-of-nouns.html>
- **List of adjectives:** (e.g., lazy, powerful, shy, bored, exotic, cooperative, sloppy, rebel, etc.)  
 - <http://www.momswhothink.com/reading/list-of-adjectives.html>
- **List of verbs:** (e.g., coordinate, entertain, amuse, push, unite, beg, dream, publicize, etc.)  
 - <http://www.momswhothink.com/reading/list-of-verbs.html>



**2. Encouragement, Feedback, etc.:**

**A. Tutorials with Screen Capture (e.g., Jing, Screenr, GoView, etc.)**



**2. Encouragement, Feedback, etc.:**

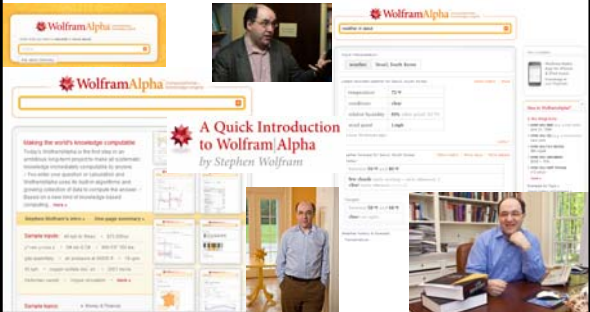
**B. Video Scenario Learning Accounting Interviews and Preparatory Course Review Modules (Franklin University, cost and forensic accounting course)**

<http://video.franklin.edu/Franklin/acct/managerialaccounting/cost-behavior-player.html>  
<http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html>



**3. Curiosity, Fun: A. Online Database Activities (e.g., WolframAlpha)**

<http://www.wolframalpha.com/>





### 4. Variety, Novelty: A. Cool Resource Provider or Tech Demos

**PS40 Cool Resource Provider and Moderator Sign Up Sheet**

If multiple people are working with this form simultaneously it is possible to overwrite someone else's entry that arrived while you are typing in your name. Make sure you are working with the latest version of the sign-up sheet by refreshing your browser window before you enter your name and click the Update button.

**Restrictions:**  
Please put your name in the box for the ODE WEEK that you want to be the moderator. (Only complete one box (either for K-12 or Adult Learning, NOT both).)  
**When complete, please click the green Update button before exiting the system.** Update

Week	K-12 Education Learning	Adult Education Learning
1. Introduction to the Study of Learning	Cheryl L. ...	...
2. Differentiation	...	...
3. Social Learning Theory	...	...




### 4. Variety, Novelty, Fun, Fantasy: B. Timers (Stopwatches, Countdown Timers, Stopwatch Bombs, etc.; <http://www.online-stopwatch.com/countdown-timer/>)



### 6. Relevance, Meaningfulness: A. Online Cases (e.g., Mark Braun, IU)



### 7. Interactive, Collaborative: A. Collaborative Documents (Ning, Wikispaces, Google Docs)



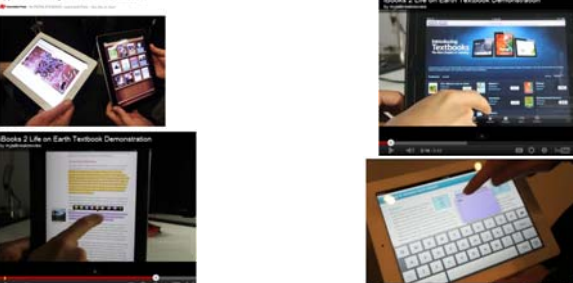
### 8. Engagement, Effort: A. Arab spring: an interactive timeline of Middle East protests, The Guardian, Garry Blight, and Sheila Pulham, July 12, 2011

<http://www.guardian.co.uk/world/interactive/2011/mar/23/middle-east-protest-interactive-timeline>



### 8. Engagement, Effort: B. Touch, Highlight, and Take Notes on the Tablet Computer (e.g., Apple starts selling interactive iPad textbooks, Yahoo! News, Peter Svensson, Assoc Press, Sat, Jan 21, 2012)

<http://news.yahoo.com/apple-starts-selling-interactive-ipad-textbooks-173948497.html>  
<http://www.viddler.com/explore/engadget/videos/3937/>



### 9. Tension, Challenge, etc.:

#### A. Ethical Debates

North Korea demands apology, reparations from Japan over colonization

Students to protest human body exhibit

BODY WORLDS

Iran unveils long-range bombing drone

### 10. Yields Products, Goals:

#### A. More Student YouTube Products

Miguel Lara (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8mCFW9jWB>  
 Shuya Xu and Yue Ma (Blog my online lrng): <http://www.youtube.com/watch?v=im7GOM9fzhc>  
 Julie Rust (Participatory Learning): [http://www.youtube.com/watch?v=chx\\_SbRWV0M](http://www.youtube.com/watch?v=chx_SbRWV0M)  
 Cesur Dagli (Animal perspectives on course): <http://www.youtube.com/watch?v=cDeTEId05lc>

Across More Classes, Videos Make the Grade

**FREEDOM**

- Flexibility
- Expression
- E-Collaboration
- Open Resources
- Motivation

### Recap Framework #2:

#### The TEC-VARIETY Model

**T**one/Climate  
**E**ncouragement, Feedback  
**C**uriosity

**V**ariety  
**A**utonomy  
**R**elevance  
**I**nteractive  
**E**ngagement  
**T**ension  
**Y**ields Products

### What words come to mind for addressing diverse learner needs?

### Framework #3:

#### The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

Curtis J. Bonk | Ke-Zhang

**Empowering Online Learning**

100+ Activities for Reading, Reflecting, Displaying & Doing

### 1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

**Read 1a. Learning Planet: Interactive Glossary**  
 Umida Khikmatillaeva, Dec. 2011, P540  
<http://learningplanet.shutterfly.com/>

**Read 1b+. Creativity Plus: Interactive Glossary**  
 Umida Khikmatillaeva, March 2, 2012, R546  
<http://creativityplus.shutterfly.com/>

**Read 1b. Online Article Portals and Databases**  
<http://r685articledatabase.weebly.com/>  
<http://ella.slis.indiana.edu/~bahaloc/r685/>  
[http://php.indiana.edu/~cjbok/Syllabus\\_R685\\_Spring\\_of\\_2011.htm](http://php.indiana.edu/~cjbok/Syllabus_R685_Spring_of_2011.htm)

**2. Reflective and Observational Learners**

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

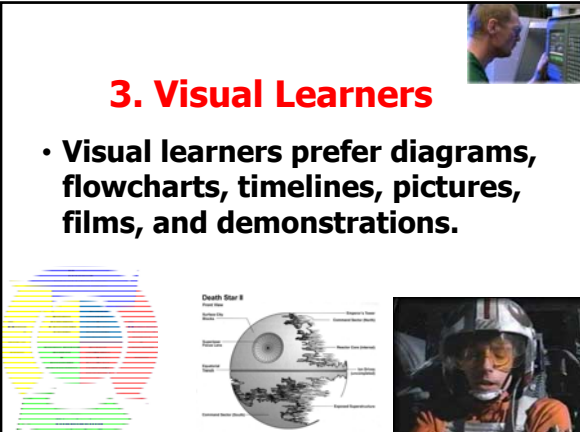
**Reflect 2a. Critical Friend Blog Postings (Kristen and Susan)**

**Reflect 2b. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)**



### 3. Visual Learners

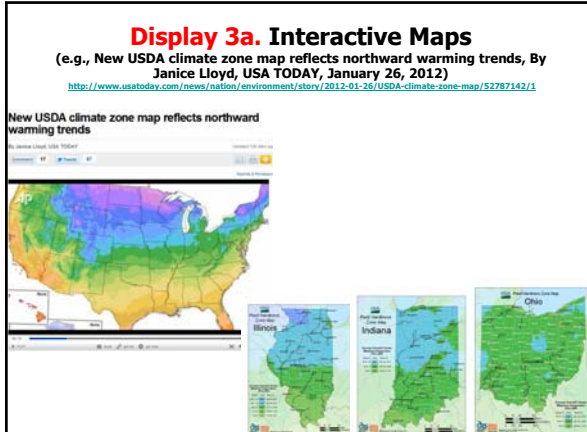
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.



### Display 3a. Interactive Maps

(e.g., New USDA climate zone map reflects northward warming trends, By Janice Lloyd, USA TODAY, January 26, 2012)  
<http://www.usatoday.com/news/national/environment/story/2012-01-26/usda-climate-zone-map/52787142/1>

New USDA climate zone map reflects northward warming trends



### Display 3b. Virtual Bones

The Virtual Zooarchaeology of the Arctic Project (VZAP) is a virtual, interactive, osteological reference collection for the study of northern vertebrates...examine the complete skeletal anatomies of multiple bird, mammal, and fish species in both 2D and 3D.  
 (Anthropologist Puts an Idaho Museum's Many Bones Within Virtual Reach, Peter Monaghan, July 10, 2011, Chronicle of HE)  
<http://vzap.iri.isu.edu/ViewPage.aspx?id=730>



### Display 3c. Tracking the Life of a Scientist

(e.g., Brian J. Ford, independent scientist)  
<http://www.youtube.com/user/tellymonitor#p/a/u/1/LhGeApsKjastr>



### 4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



### Do 4a. Podcast Productions and Shows



**Do 4b. Visual presentations (e.g., Prezi)**

<http://prezi.com/iJmhhl59xd46/is-the-world-open/>  
<http://prezi.com/8h7grxlvaymv/the-world-is-open/>  
[http://prezi.com/3xagzbvcxlb/learning-theories-in-p540/?auth\\_key=fccecd8640794bd2158267616e1786a0dd54a701](http://prezi.com/3xagzbvcxlb/learning-theories-in-p540/?auth_key=fccecd8640794bd2158267616e1786a0dd54a701)

**Recap Framework #3: The R2D2 Method**

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

**Framework #4: From Tinkering to Tottering to Totally Extreme Learning...**

**Tinkering**

**Tinker #1. Cases and Video Scenario Learning (Franklin University, cost and forensic accounting course)**

<http://video.franklin.edu/Franklin/acct/managerialAccounting/cost-behavior-player.html>  
<http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html>

**Tinker #2. Webcast Lectures (Tegrity, Echo360, Mediasite, etc.)**

## Tinker #3. Timeline Tools

(e.g., USA Today, August 26, 2011)

<http://www.usatoday.com/destinations/story/2011-08-25/Martin-Luther-King-Jr-Memorial-in-Washington-A-closer-look/50136470/1?top=3#news>

Martin Luther King Jr. Memorial in Washington: A closer look

## Tinker #4. Video Animations and Simulations

## Tinker #5. Case Learning and Role Play (Kelley Direct, IU)

## Tinker #6. Online Experiments (e.g., psychology)

## Tinker #7. Reading from Open Access Journals; Listen to Open Access Podcasts

The International Review of Research in Open and Distance Learning  
A refereed e-journal to advance research, theory and best practice in open and distance learning worldwide  
Athabasca University

## Tinker #8. Online Portals of Rich Data

United Nations Opens World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)





## Flipped Classrooms?

**Chronicle of HE, February 19, 2012**  
[http://chronicle.com/article/How-Flipping-the-Classroom/130857?cid=om&utm\\_source=pm&utm\\_medium=em](http://chronicle.com/article/How-Flipping-the-Classroom/130857?cid=om&utm_source=pm&utm_medium=em)

February 19, 2012  
**How 'Flipping' the Classroom Can Improve the Traditional Lecture**

Benjamin Baumman for The Chronicle  
 Andrew Martin's teaching techniques get students out of their seats during his class on evolutionary biology at the U. of Colorado at Boulder. Some students enjoy the "flipped" lectures that require them to help one another understand the material. Others resent being forced to work in groups.  
 By Dan Barrett

## Totter #1.

### Wikibooks, Wiki-Glossaries, Wiki-Syllabi (Ron Owston, York University, Toronto)

Web 2.0 and Emerging Learning Technologies  
 From Wikibooks, the open-content textbooks collection

## Totter #2.

### Student Films and Documentaries

<http://vimeo.com/33090590/> (Verily)  
<http://vimeo.com/33173125/> (Anjali)  
<http://www.youtube.com/watch?v=10Z4lvyZ3jw&feature=youtu.be> (Yue)  
<http://www.youtube.com/watch?v=10L7lrGsqnw> (Dan)

## Totter #3. Bridges to World of Expert and Practitioners

(e.g., Invite, Watch, or Listen to Online Conferences,  
Expert interviews, blogs, chats, etc.)

## Totter #4. Global Class

### Videoconferencing and Remote Lands

(e.g., The seminar was structured on a series of videoconferences and virtual classes on e-learning platform, organized by the Major of the Health and Veterinary Corps of Italian Army Lorenzo TIDU, Veterinary of the Task Force South of the Regional Command West, which is strongly involved in the specific field in favor of populations of the villages in the province of Farah.)

### Totter #5. Combining Asynchronous and Synchronous Events

A screenshot of a video conference interface. It shows a grid of video feeds with participants. On the right, there is a chat window with text messages. The interface includes a list of participants and a video feed of a man speaking.

### Totter #6. Podcast Productions and Virtual Performances for students of pronunciation class (e.g., Dentistry program at Michigan Tzu-Su Chen, Taiwan)

A collage of images related to podcast production. It includes the Podomatic logo, a screenshot of a podcast player with the text "Hey Jude, don't make it bad Take a sad song and make it better", a photo of a woman, and a diagram titled "Figure 2 Audio Acquisition via Computer" showing a microphone connected to a computer.

### Totter #7. Video Blogging

A screenshot of a YouTube video player. The video title is "World is Open Final Project.mkv". The video shows two men sitting at a table. The YouTube interface includes search, upload, and video controls.

### Totter #8. Uploading Mobile Books (e.g., BookRix, <http://www.bookrix.com/>)

Screenshots of the BookRix website and a mobile book interface. The website shows a grid of book covers and a search bar. The mobile interface shows a page of text with navigation arrows.

### Michael Wesch, Kansas State Chronicle of HE, February 12, 2012

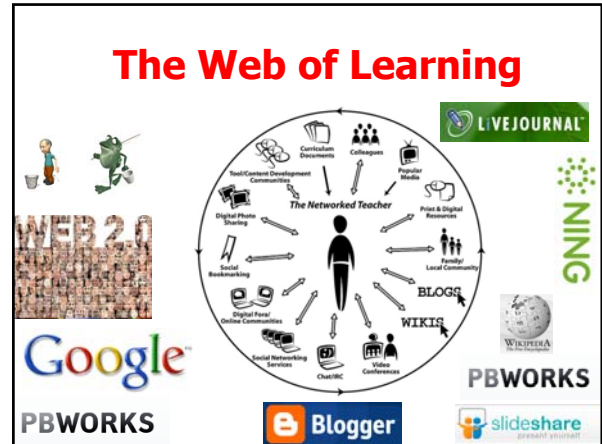
[http://chronicle.com/article/A-Tech-Happy-Professor-Reboots/130751?cid=atAutm\\_source:atAutm\\_medium:en](http://chronicle.com/article/A-Tech-Happy-Professor-Reboots/130751?cid=atAutm_source:atAutm_medium:en)

February 12, 2012  
**A Tech-Happy Professor Reboots After Hearing His Teaching Advice Isn't Working**

Professor Michael Wesch speaks to a group of Coffman Leadership Institute attendees at Kansas State University in 2011. By Jeffrey R. Young

### We are entering a jumping off point...

A photograph of a man in a purple shirt and blue jeans jumping joyfully outdoors. He has his arms raised in the air. The background shows a green lawn and trees under a blue sky.



## Extreme Learning Defined (Bonk, 2011)

“Extreme learning can involve learning while on a boat at sea near the North Pole or when sailing around the world. It also occurs when tracking the blog and podcasts postings of those in similar adventures such as riding a bike or a car around the world or through the Americas. Extreme learning also includes more sedate and passive forms of learning including watching an online video in TED, LinkTV, CurrentTV, or YouTube.”

## Extreme Learning continued... (Bonk, 2011)

“Through extreme learning Web resources, those stuck behind prison walls, injured and in a hospital bed, or unemployed and unable to pay for college tuition can learn to be more productive members of society. Others might be in transition from one career to another and find open educational resources and OpenCourseWare can arouse new interests and confidence” (see Iiyoshi & Kumar, 2008).

## Extreme Learning

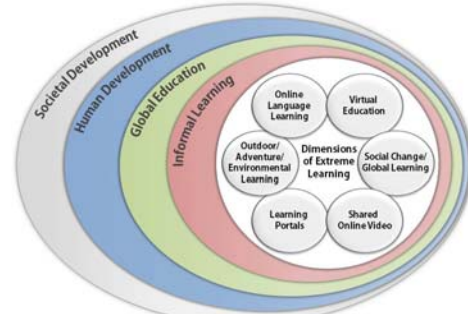
“Still others might be retired and offer their educational ideas and mentoring services to anyone interested in the topic. Others might be earning their MBA while in war zones in Iraq or Afghanistan.”



## Extreme Learning Areas

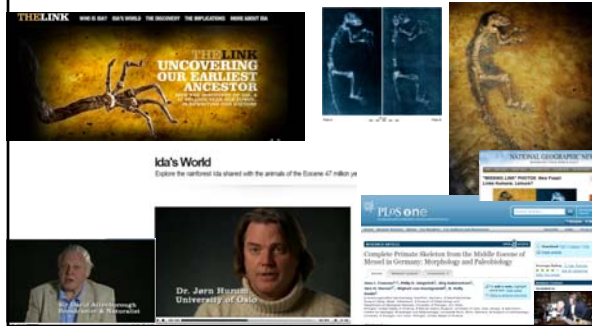
1. Adventure Learning and environmental education,
2. Virtual Education (formal as well as informal),
3. Social Change and Global Learning,
4. Language Learning,
5. Shared online video,
6. Learning portals.

## Visual Representation of Extreme Learning



Human activity system for understanding the impact of Extreme Learning

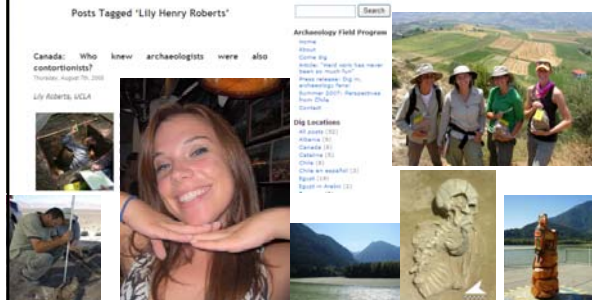
### Totally Extreme #1. Immediate Science Ida (a transitional species) 47-Million-Year-Old Fossil the Missing Link? (May 20, 2009)



### Totally Extreme #2. Live Science (Nautilus Live allows people to watch expeditions live & listen to scientists in control rooms a discoveries made)



### Totally Extreme #3. Blogging Field Archeology Research (e.g., Lily Henry Roberts, UCLA digging in Hope, BC, Stó:lō First Nation people from 12,000 years ago)



### Totally Extreme #4. Google Earth Archeology Research (e.g., 450 sites of interest in Afghanistan found by David Thomas, La Trobe Univ., Melbourne, Australia)



**Totally Extreme #5. Adventure Learning**  
 (e.g., GeoThentic, Earthducation, Polar Husky, GoNorth; Aaron Doering, Univ of Minnesota; cars and bikes--Dan Grec and Mark Beaumont)

**Totally Extreme #6. Virtual High School Learning by Boat**  
 (e.g., Bridey Fennell and her family sailing and learning in the Caribbean)

**Totally Extreme #7. Kids Learn Online, Teach Online**  
 (e.g., the World's Youngest Teacher; Adora Svitak)

**Totally Extreme #8. The Last Ocean Project, Ice Stories, and Shark Theater** (24 foot inflatable screen (and outdoor ocean theater) to tiny island communities) <http://www.lastocean.com/> and <http://lastocean-project.org/>; Cassandra Brooks

**Totally Extreme #9. iPod Learning from MIT OCW**  
 (e.g., Wendy Ermold, University of Washington)

**Totally Extreme #10. South African teens get virtual mentoring from all over the world, By Danielle Berger, CNN, January 14, 2011**  
<http://www.cnn.com/2011/LIVING/01/13/cnnheroes.stokes/index.html?hpt=T2>


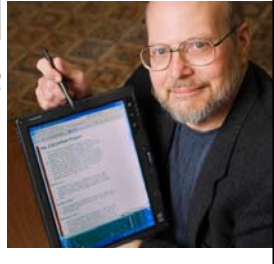
**Totally Extreme #11.**  
**Learning from Localized OER and OCW**  
 (e.g., Opensource Opencourseware Prototype System (OOPS), Lucifer Chu, Janitor of OOPS)

The Biggest OCW Localization Volunteer Group in the World




**OOPS**  
 Opensource Opencourseware Prototype System  
 開放式課程計劃

**Totally Extreme #12. Open Teaching and Massive Open Online Courses (i.e., MOOC, David Wiley, George Siemens, Ray Schroeder)**




**Totally Extreme #13. International and Global Education and Competitions**  
 (e.g., Global Game Jams, online role play, Global Videoconferencing)












Global Game Jam


**Totally Extreme #14. Telepresence and Teleportec Systems (e.g., Cisco and HP)**

**Totally Extreme #15. Military Mobile Learning and MBAs from War Zones (U.S. Army Learning Concept for 2015; 2011, January 15).**  
<http://www.youtube.com/watch?v=KD9NGAV3-3k> (4:26 minutes)

**Totally Extreme #16. Online Language Learning**  
 (e.g., 300,000 people per month listening to ChinesePod, PalTalk, iTalki, Palabea, Babbel)






### Totally Extreme #17.

## Learn Anytime, Always On/Mobile.

Will Technology Kill the Academic Calendar? Online, semesters give way to students who set their own schedules, Marc Parry, Chronicle of Higher Ed, October 10, 2010



Robert Johnson, who championed the open-format Learn Anytime program at a two-year college in Louisville, Ky. checks students' e-mail while waiting for a flight. "Everything I need to do today, I can do on my phone," says Robert Johnson...He often grades papers and communicates with students from a cafe near his home.


### Totally Extreme #18. Pocket School and Videoconferencing in Developing World

(Paul Kim, Stanford and Seeds for Empowerment in Rwanda, India, Mexico, Tanzania, etc.)



### Extreme Learning Stories

## Mobile Storytelling and Pocket Schools (e.g., Paul Kim, Stanford & Seeds for Empowerment)



The diagram illustrates the flow of digital stories: International Students → Online repository of stories → Digital stories → Israeli Students. It also shows a feedback loop from Israeli Students back to International Students via Mutual Understanding. A central box notes: "Greater awareness of the conflict and understanding of Palestinian and Israeli youth." Below the diagram are photos of Paul Kim and students.

## Extreme Learning Website



The screenshot shows the Extreme Learning website with a navigation bar (About, Research, News, Life-changing Story, Publications) and a main content area featuring a "Life-changing Story" section with a video player and a "What's New" section with a list of updates.

## HOPES: Humanity's Open Platform for the Exchange of Stories



The diagram features a central globe labeled "Extreme Learning". Surrounding it are four quadrants: "Video", "Social", "Virtual", and "Digital". The outer ring contains four themes: "Informal Learning", "Human Development", "Societal Development", and "Global Learning".

## Sample HOPES Stories



The screenshot shows a "Life-changing Story" titled "Open University" featuring a video of DaMarco. The text below the video reads: "DaMarco, at the end of his junior year at Sutton High School, was 9 months short of graduating on time with all his college scholarship pending. He needed to get back on track to ensure a college education." Below the video are social media icons and the title "Changing Education. Changing Lives - DaMarco".

## Web Platform Storytelling System

Students need to know that these things are available.

By: Ad Adina (author)

Click the "Quote" button to add the selected text to "Quotation"

Name	Phone	Address
Kunle A. Ogunrinde	08030000000	11, Oba Akpan Avenue, Lagos
Zaria Nigam	08030000000	11, Oba Akpan Avenue, Lagos
Wale Ogunrinde	08030000000	11, Oba Akpan Avenue, Lagos
Nigeria News	08030000000	11, Oba Akpan Avenue, Lagos
Ahmadu Bello	08030000000	11, Oba Akpan Avenue, Lagos

Established in 1962, Ahmadu Bello is Nigeria's largest university with 30,000 students. Though the university boasts a large and well-maintained physical infrastructure, its Internet access - like that of almost all Nigerian universities - is severely limited.

Even the computer lab does not have a Web connection.

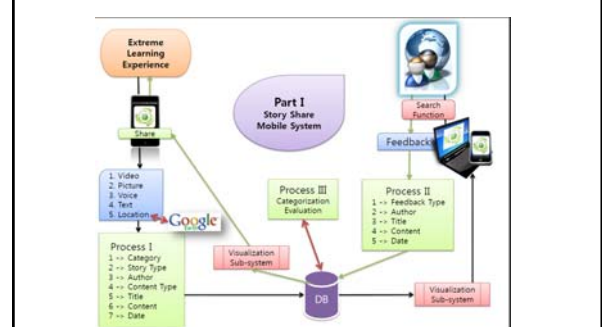
And because of the large number of students and the limited number of terminals, students can sign up for only 20 minutes each week on university computers.

Getting access

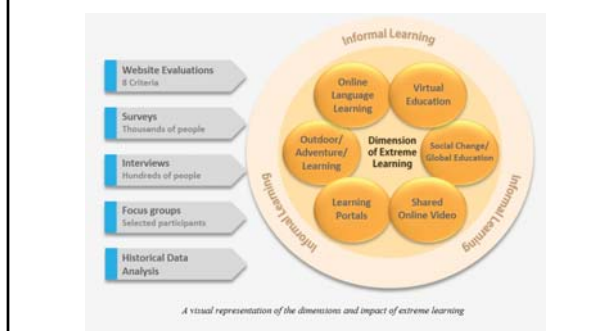
When Ahmadu was first introduced to MIT OpenCourseWare through a CD-ROM in the university computer lab, he had only 20 minutes to look through the material. Impressed with the content, he asked the computer lab for a copy of the CD, when they were unable to give him one, Ahmadu decided to find the site on his own, and opened down the Web address.

From his home computer, he has enjoyed regular access to OCW, and has used it to complement the course materials he has gotten through Ahmadu Bello.

## HOPES Mobile Platform Storytelling Entrance



## DREAMS: Design Research for an Engaging and Active Mobile System



## Extreme Learning "Stretches the Edges" of Humanity

Document, Catalog, Grasp, Connect, Inspire Others,...



## What are your Extreme Learning HOPES and DREAMS?

Website: [www.Extreme-Learning.com](http://www.Extreme-Learning.com)

Slides at: [TrainingShare.com](http://TrainingShare.com)

Book: <http://worldisopen.com/>

Write to me: [curt@worldisopen.com](mailto:curt@worldisopen.com)

