

The Rise of Shared Online Video, the Fall of Traditional Learning

Dr. Curtis J. Bonk, cjbonk@indiana.edu
Professor, Indiana University



Elliott Masie, Learning Trends, March 2, 2010

“Raising bandwidth, lowered equipment costs, ease of editing and growing expectations of learners will make video a profound component of our learning efforts going forward. ”



Elliott Masie, Learning Trends, March 2, 2010

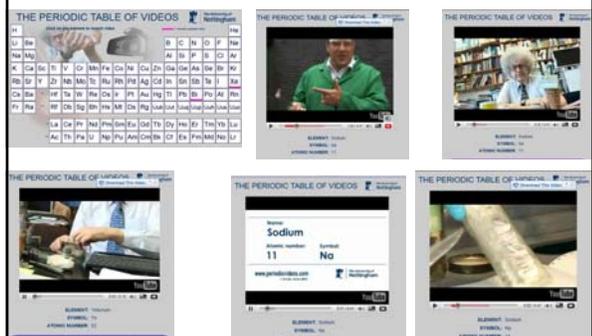
- Video “YouTube” story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.



Video is Popular in Korea



Video is Popular in the UK (Videos of the Periodic Table, Univ of Nottingham)



Top Smartphone Apps to Improve Teaching, Research, and Your Life

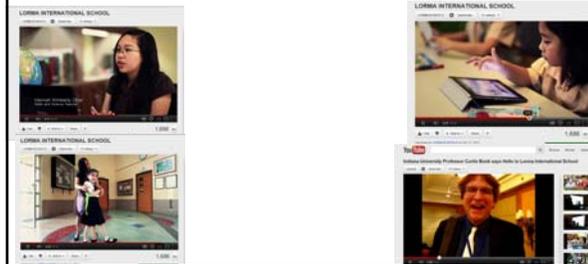
By Jeffrey R. Young, January 2, 2011, Chronicle of HE
<http://chronicle.com/article/Smartphones-on-Campus-the/127397/>



Peter H. Abrahams, a professor of clinical anatomy at the U. of Warwick, helped create an app called Aspects of Anatomy. It includes 38 short films of Dr. Abrahams guiding viewers through anatomical models of human organs. Here he points to a model of the bronchial tree.

Video is Popular in the Philippines February 24, 2012

Lorma International School, the Philippines
(Hannah Kimberly Obar, First Grade teacher)
<http://www.youtube.com/watch?v=1C435Ut-GzA>
<http://www.youtube.com/watch?v=JZp1EiqAak>



Video is Popular in United States

Videos: Unleashing Technology to Personalize Learning,
Education Week, October 5, 2010
<http://www.edweek.org/ew/section/video-galleries/october05-event-edtech.html>



YouTube Growth

Randy Pausch's last lecture

April 2008
~ 2 million views

October 2008
7.5 million views

March 21, 2012
14.6+ million views



Video is Popular in Kansas Professor Celebrity YouTube Videos (Michael Wesch, millions of views)



Video is Popular in California YouTube as the Class and the Book (Alexandra Juhasz, Professor of Media Studies at Pitzer College, innovative "video-book," Learning from YouTube (2011), MIT Press.)



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

<http://www.youtube.com/user/GETIdeas#g/u>



August 18, 2011
HowStuffWorks, iPhone App, USA Today, Marc Saltzman

October 19, 2011
History for Music Lovers, Washington Post
The French Revolution ("Bad Romance" by Lady Gaga)
Trojan Way ("Tainted Love" by Soft Cell)
<http://www.youtube.com/user/historyteachers?blend=6&ob=5#p/a/u/1/ciQ4j-D5o4o>
Charlemagne ("Call Me" by Blondie)
<http://www.youtube.com/user/historyteachers?blend=6&ob=5#p/1/12/kJULC0jsqdA>

October 20, 2011
e-Learning Conference, Skype Connection, Hawaii and Indiana

February 9, 2012
A first-hand look inside a flipped classroom,
eSchool News, Meris Stansbury
<http://www.eschoolnews.com/2012/02/09/a-first-hand-look-inside-a-flipped-classroom/>

Watch Lake Elmo Elementary's experience:

February 12, 2012: Mooresville's Shining Example
(It's Not Just About the Laptops), ALAN SCHWARZ, NY Times
http://www.nytimes.com/2012/02/13/education/mooresville-school-district-a-laptop-success-story.html?_r=1&pagewanted=all
April 8, 2011: North Carolina School Engages Tech Generation With Digital Learning Tools, PBS Newshour
http://www.pbs.org/newshour/tech/education/nc-jobs11/technology_04-08.html

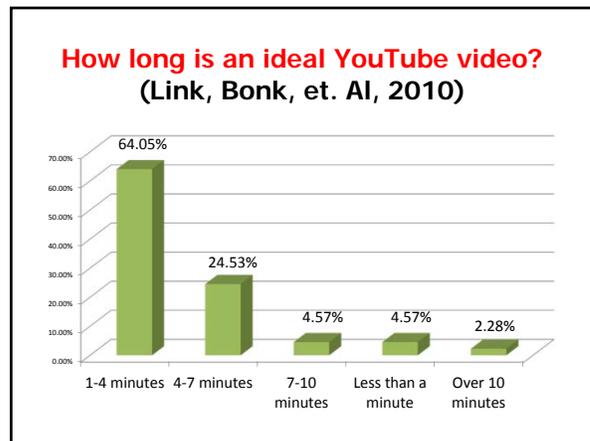
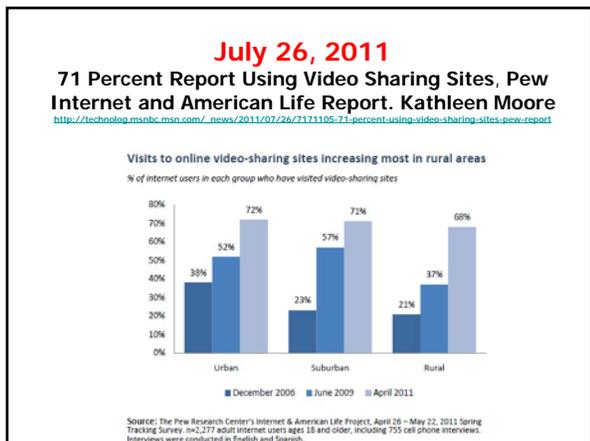
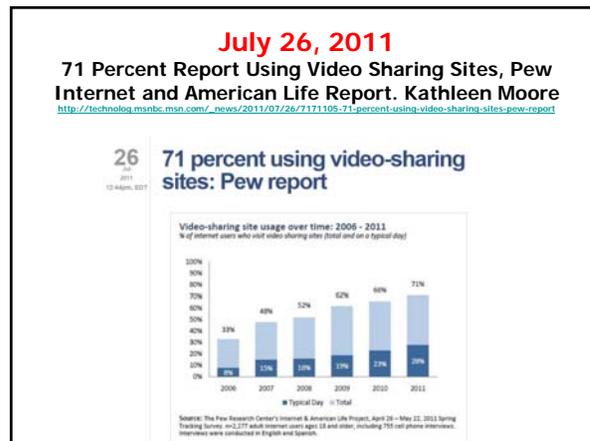
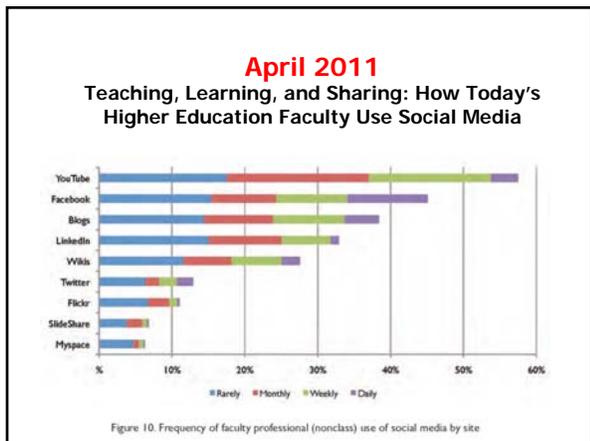
February 21, 2012
Rethinking Learning with Salman Khan, Stanford Graduate School of Business
<http://www.youtube.com/watch?v=W-vj6BhCa5w>
Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
<http://www.gsb.stanford.edu/news/headlines/sal-khan-academy.html>
Let's use video to reinvent education, TED, March 2011
http://www.ted.com/talks/Salman_Khan_let_s_use_video_to_reinvent_education.html

March 12, 2012

An update to the YouTube Nonprofit Program goes live
 Blog post: <http://youtube-global.blogspot.com/2012/03/update-to-youtube-nonprofit-program.html>
 Apply: <http://www.youtube.com/nonprofits>
Steps:

March 20, 2012

Georgetown Learning Initiatives
Soliya Connect
<http://qli.georgetown.edu/soliya>



Why Use Video?

1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.



Why Use Video?

3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
4. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and deep thinking.



Why Use Video?

5. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
6. Anchored instruction and macrocontexts: John Bransford and colleagues.
7. Multimedia theory: Richard Mayer.



Which of these video sharing sites do you use?

1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. For a TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



CNN Video and MSNBC

<http://www.cnn.com/video/>
 March 13, 2012: Britanica to stop printing books
<http://money.cnn.com/2012/03/13/technology/encyclopedia-britannica-books/index.htm>



Current TV



MIT World and MIT OCW Highlights for High School

The image shows two overlapping screenshots from MIT's educational resources. The top screenshot is from MIT OpenCourseWare (OCW), featuring a page titled 'MIT OpenCourseWare Highlights for High School' with a video player showing a man in a white shirt. The bottom screenshot is from 'MIT World', displaying a video player with a man speaking and a sidebar with various educational links.

TED: Technology, Entertainment and Design

The image is a screenshot of the TED website. It features a navigation bar with 'TED' and 'TED TALKS' logos. Below the navigation, there are several video thumbnails and category filters like 'Education' and 'TED TALKS'. A prominent video thumbnail shows a woman speaking, with the title 'Adrian Bejan: What adults can learn from kids'.

YouTube EDU Page

The image shows the YouTube EDU page. It has a search bar and a grid of video thumbnails. A large video player on the right shows a man speaking, with the title 'Terry Brabley: Transgenic Fish'. Below the main player, there are more video thumbnails and a 'TERRY BRABLEY' channel link.

Academic Earth

The image is a screenshot of the Academic Earth website. It features a navigation bar with 'ACADEMIC EARTH' and 'Subjects Universities Instructors Playlists'. Below the navigation, there is a main heading 'Free online video courses from leading universities.' and several video thumbnails for courses like 'Introduction to JavaScript' and 'Natural Selection'.

BookTV on C-Span2 (author interviews)

The image shows the BookTV website. It features a navigation bar with 'Top Nonfiction Authors and Books' and 'BookTV on C-SPAN2'. Below the navigation, there is a main heading 'About World's Greatest Book' and several video thumbnails showing author interviews.

Fora TV (i.e., "the Conference Channel" or "YouTube for Thinkers;" videos on business, technology, science, politics, and culture)

The image is a screenshot of the Fora TV website. It features a navigation bar with 'FORA.TV CONFERENCE CHANNEL' and 'CONFERENCES SERIES EVENTS'. Below the navigation, there is a main heading 'WATCH NOW Commonwealth Club ALL ACCESS' and several video thumbnails showing conference speakers and events.

Michelle Rhee, Students First

http://www.studentsfirst.org/pages/michelle-video?utm_medium=email&utm_source=studentsfirst&utm_campaign=20110806email&source=20110806email



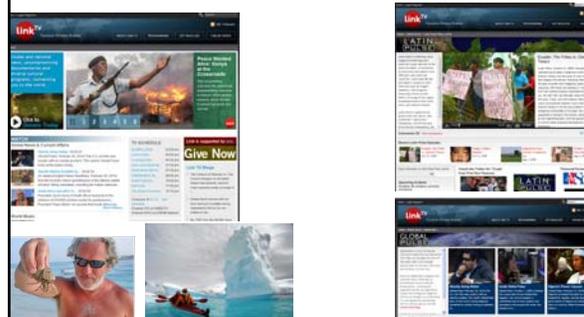
TV Lesson (expert videos)



Big Think (short topical videos from famous people)

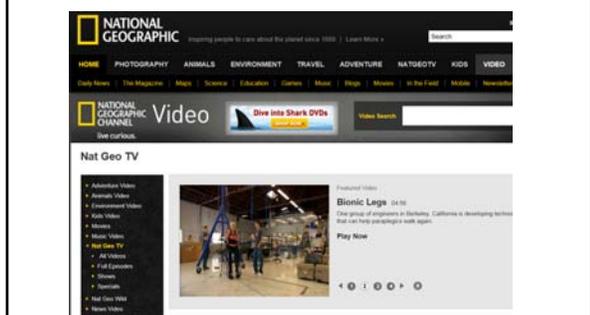


Link TV (Television without Borders)

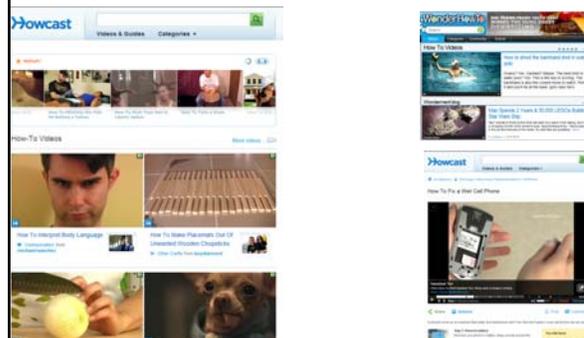


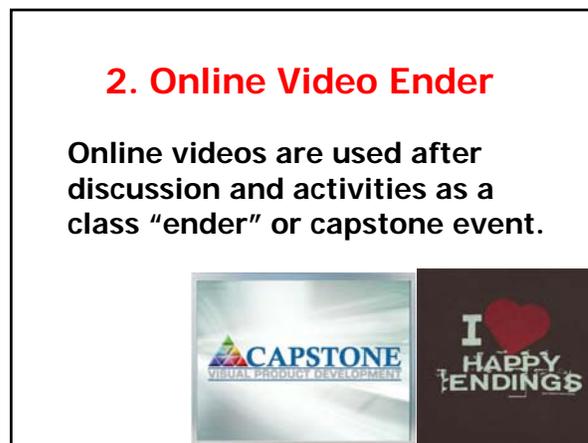
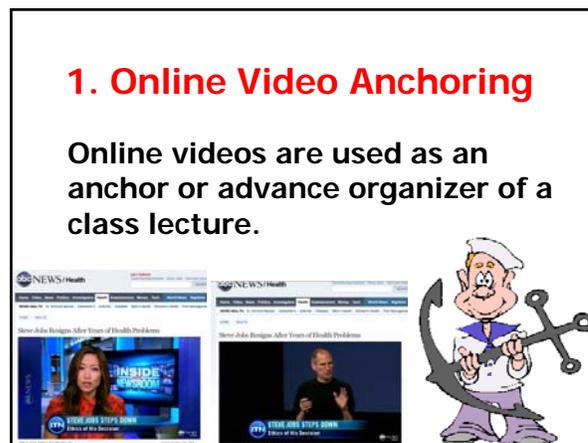
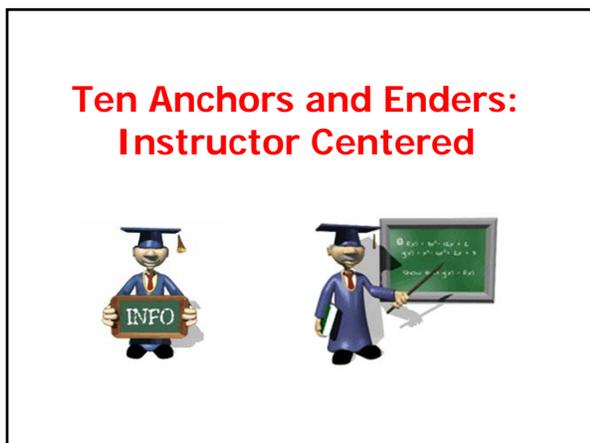
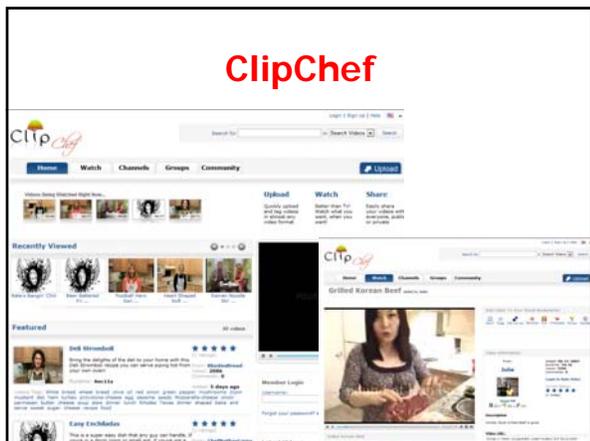
National Geographic

<http://video.nationalgeographic.com/video/player/national-geographic-channel/>



WonderHowTo and Howcast





Origins of Humans, Brian J. Ford, Microbiologist, Cambridge, UK

<http://www.youtube.com/user/tellymonitor#p/u/1/LhGeApskiar>
Origin of Humans: <http://www.youtube.com/user/tellymonitor#p/u/2/sWwVEdi8cU>
Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>
BBC programs omit living cells: <http://www.youtube.com/watch?v=rdNpTh6Cx6Y>
Secret Weapons: <http://www.youtube.com/user/tellymonitor#p/u>



3. Anchoring and Ending

One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.



4. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.



5. Anchor with Discussion

The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.



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.



8. Video Anchor, Lecture, and Test (VALT)

Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.



9. On-Demand Conceptual Anchoring and Review

Instructor pauses a class activity or discussion at any moment and shows a YouTube videos related to a concept, theory, or idea being presented or discussed.



10. Videoconferencing Anchors and Enders

YouTube videos might be shown in a videoconference or Web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.



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.



2. Class Previews of Student Anchors

Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.



3. Collaborative Anchoring

A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.



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.



5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



Student YouTube Products

Miguel Lara, R685 (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8cmCFW9IW8>
 Shuya Xu & Yue Ma (Blog my online lrng): <http://www.youtube.com/watch?v=lm7GQM9fzbc>
 Anthony Schmidt P540 (personal theory): http://www.youtube.com/watch?v=x3EJy4Pn_E
 Tonya Clark P540 (making connections) <http://www.youtube.com/watch?v=eD1awpaSuP0>



6. Anchor Archives

An archive is created of videos from previous years and students are asked to update them.



7. Video Anchor Competitions

Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.



8. Video Sharing and Ranking

Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.



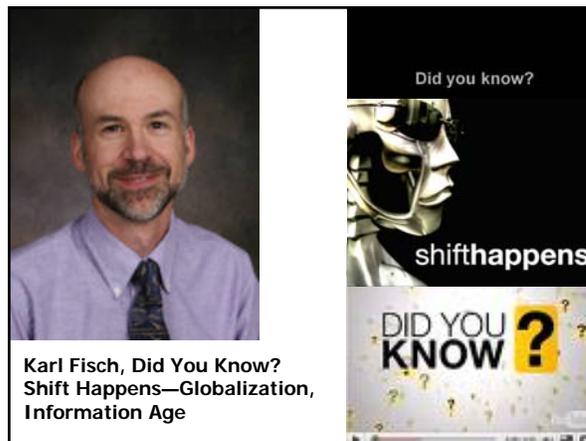
9. Video Anchor Debates

Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



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

But who can use shared online video?

TOP 10 LIST



Audiences and Uses of Shared Online Video

- Instructors:** start or end a class with online video as an anchor for student discussion and debate, while asking students to reflect on concepts embedded in the videos that relate to course content.



Audiences and Uses of Shared Online Video

2. Formal Learners: find and present online videos to show to the class that demonstrate concepts, provide an historical context for learning material, or integrate multiple topics as well as those that they simply find inspiring within a field of study.



Audiences and Uses of Shared Online Video

3. Informal Learners: browse and watch instructional video sites for situation specific needs and personal interests, including business and finance, healthcare, cooking, crafts and hobbies, sports and fitness, relationships, parenting, travel, technology, and so on.



Audiences and Uses of Shared Online Video

4. Curriculum Developers: embed critical video snippets or complete lectures at key points in a course for learner reflection.



Audiences and Uses of Shared Online Video

5. Librarians: create videos to demonstrate how to use technology resources and tools to access information as well as call attention to any changes in materials, networks, procedures, and operations.



Audiences and Uses of Shared Online Video

6. Executives, Administrators, and Consultants: open or close meetings using short online videos to foster debate or reflection on recent problems, strategic plans, or upcoming events.



Audiences and Uses of Shared Online Video

7. Training Managers: make available a series of videos that employees can watch on-demand when the need arises; especially short, instructional ones that are adapted to hectic schedules and pressing demands.



Audiences and Uses of Shared Online Video

- 8. Conference Directors and Keynote Speakers:** post complete or short summary videos of invited talks and keynote speeches prior to or after a workshop, conference, institute, or summit as a means of sharing and reflecting upon that event.



Audiences and Uses of Shared Online Video

- 9. Bloggers:** point to online videos that exemplify a recent issue or emerging trend linking to their blog reflections or extending well beyond them.



Audiences and Uses of Shared Online Video

- 10. Podcasters:** embed links to shared online videos that relate to a particular podcast session or set of online audio files.



Audiences and Uses of Shared Online Video

- 11. Global Educators, Consultants, and Heads of Non-Profit Agencies:** post videos that exemplify a mission statement or stated goals as well as recent societal issues and problems as a means of attracting attention and dialogue.



Audiences and Uses of Shared Online Video

- 12. Government Agencies and Politicians:** post online videos that relate to proposed or newly adopted policies, activities, and events.



Audiences and Uses of Shared Online Video

- 13. Retirees:** watch online videos to learn new skills and competencies or explore personal hobbies and interests.



Audiences and Uses of Shared Online Video

- 14. Unemployed:** search for and access videos that can add new skills, fine-tune existing ones, or arouse new career interests altogether as well as share what has been found with others in the same situation.



Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.



Advice and Guidelines

3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Considering offering online video creation as an option—can foster student creativity.



Advice and Guidelines

5. Have back-up videos in case do not work or are taken down.
6. Watch and approve all videos before selecting. And test for link rot.



Final Thoughts

It is important for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results.



Slides at: TrainingShare.com
 Papers: PublicationShare.com
 Book: <http://worldisopen.com/>

Stand and Share Ideas
 (Will Work, might work, won't work)

