

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





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## Technology Let's Think Outside the Box!

(For 99 Seconds—how can video be used for learning and what might students today prefer to use?)



**Innovate  
or die  
trying**

Thinking outside the box is inside the scope of these companies' plans



## The Age of Shared Online Video







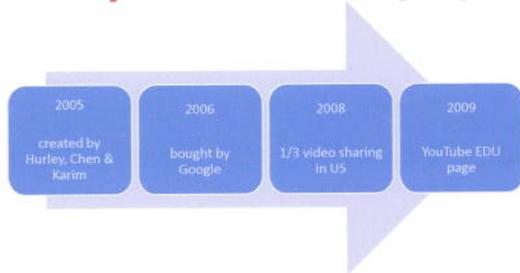
## Bonk (2008)

**"Clearly, YouTube technology is something in which students in higher education settings in the United States are highly familiar. It is a tool of the culture. And it is one that instructors from K-12 to higher education to corporate training need to begin experimenting with in their classes."**



Broadcast Yourself

## Can you name this company?

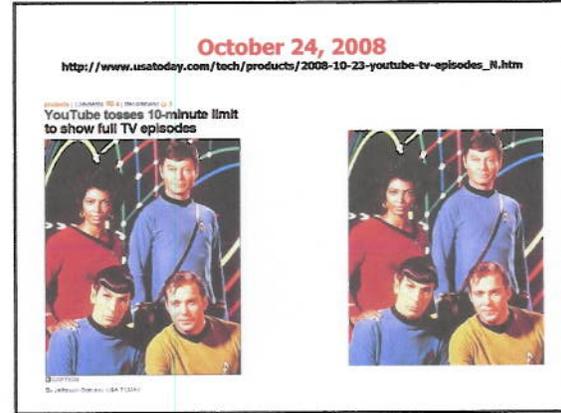


2005	2006	2008	2009
created by Hurley, Chen & Karim	bought by Google	1/3 video sharing in US	YouTube EDU page

## Professor Celebrity YouTube Videos (Michael Wesch, millions of views)









**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."**

The block contains a quote from Elliott Masie. Below the quote, there is a screenshot of the MASIE Center website showing various learning resources and a portrait of Elliott Masie in a red jacket.

**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)
- Webinar Video Elements
- High Definition Video Conferencing (up to 4 Megs)

A small screenshot of the MASIE Center website is visible in the bottom right corner of the slide.

**Elliott Masie, Learning Trends, March 2, 2010**

- Telepresence Video (Beyond 6 megs)
- Flipcam and iPhone Video Clips
- Webchat Video
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.
- Video Guests in Workshops and Conferences
- Video Coaching

A screenshot of a video conference showing three participants in a virtual meeting environment.

**LearningTalks - a series of short, free, video interviews on learning. The MASIE Center.**  
<http://www.learning2010.com/Videos/jonathankopp.htm>

A screenshot of the LearningTalks website. The page features a video player with a portrait of Jonathan Kopp. The website header includes the Learning 2010 logo and navigation options.

**December 10, 2010: Mobile Music; Virtual Bands, Choirs, Singers, etc. iBand Rocks Tunes on iPads and iPhones; PadGadget.**

This block features a collage of four YouTube video thumbnails. The top-left thumbnail shows a virtual band performing on a stage. The top-right thumbnail shows a person playing a guitar on a mobile device. The bottom-left thumbnail shows a group of people performing on stage. The bottom-right thumbnail shows a person playing a guitar on a mobile device.

**Video Calling/ Conferencing/ Webcaming December 20, 2010: Skype for iPhone adds two-way video calling, CNet Reviews**

**WATCHING VIDEO ONLINE**

Google's YouTube dominates online video viewing, but it's now competitors' toughest challenge.

**Top video content streams:**

Google (YouTube)	14.3 billion
Netflix	2.7 billion
Yahoo	690 million
Vevo	610 million
Musster	487 million
Ustream	465 million
ADL	340 million
Brno	247 million
Five Interactive (iFspace)	200 million
CBS	197 million

Free music video site Vevo eyes iPad, other mobile possibilities

Skype for iPhone adds two-way video calling

This block contains a table of top video content streams, a screenshot of a video player interface with statistics, a screenshot of the Skype for iPhone interface, and a photograph of a person using a mobile device.

**February 16, 2011 How Bill Gates' Favorite Teacher Wants to Disrupt Education, Gregory Ferenstein, Fast Company**

This block features a collage of images. On the left is a YouTube video player showing a man speaking. In the center is the cover of Fortune magazine with the headline "Innovation in Education: Bill Gates' favorite teacher". On the right is a photograph of a man sitting on a chair in a room with bookshelves.

**February 21-24, 2011: E-Learning and Distance Learning (ELI) Conference in Riyadh**

This block contains a collage of images from a conference. It includes a person presenting at a podium, a whiteboard with diagrams and text, and a person speaking at a podium.

**Multimedia Enhancements and Trends**

This block shows a stage presentation with a large screen displaying a person's silhouette and text. The stage is lit with red and blue lights.

**Multimedia Enhancements and Trends**

This block features two hand-drawn mind maps or diagrams. The left one is titled "IMPACT OF SOCIAL MEDIA" and the right one is titled "IMPACT OF SOCIAL MEDIA". Both diagrams use colorful lines and text to explore various aspects of social media's impact.

## Multimedia Enhancements and Trends

## Animation of Videos (e.g., RSA Animate - Drive: The surprising truth about what motivates us)

<http://www.youtube.com/watch?v=u6XAPnuFjJc>  
<http://comment.rsablogs.org.uk/videos/>

## Graphic Facilitation of Speeches (e.g., ImageThink)

<http://www.imagethink.net/>  
<http://imagethink.squarespace.com/line-by-line/2011/3/1/second-international-conference-of-e-learning-and-distance-e.html>

## February 27, 2011

### Actually Going to Class, for a Specific Course? How 20th-Century. New learning technologies prompt a rethinking of traditional course structure, Chronicle of HE, Jeffrey R. Young

**"There's not really much need for teachers anymore," since so much material is online, says Dekunle Somade, a senior at the U. of Maryland at College Park.**

## Group Video Chat, February 28, 2011:

### SocialEyes delivers group video chat, USA Today, Feb 28, 2011, Jon Swartz, <http://www.socialeyes.com/>

#### SocialEyes delivers group video chat

## iPad 2, March 2, 2011: Steve Jobs' surprise appearance a 'big deal', CNN Tec, Mark Millan, March 2, 2011,

<http://www.cnn.com/2011/TECH/gaming Gadgets/03/02/news.jobs.ipad2/index.html?ref=NS1>

**Whatever health concerns prompted Steve Jobs' leave didn't seem to affect his flair Wednesday as an Apple pitchman.**

### March 3, 2011: Curt Bonk, Class Guest, William and Mary



### March 9, 2011: Zite takes your Twitter life and turns it into news you can use: Free new app personalizes news for iPads based on Twitter activity, Jon Swartz, USA Today

[http://www.usatoday.com/printedition/money/20110309/zite09\\_st.art.htm#](http://www.usatoday.com/printedition/money/20110309/zite09_st.art.htm#)

**Zite takes your Twitter life and turns it into news you can use**  
From your app personalizes news for iPads based on Twitter activity

By Jon Swartz  
USA TODAY

**SAN FRANCISCO** — Online magazines and newspaper apps are all the rage these days, driven by the popularity of Apple's iPad and the glimmering prospects of Amazon's Kindle and Hewlett-Packard's TouchPad news tablets.

Zite, a start-up that makes its debut today, is newly poised, and has come up with an iPad app that personalizes content based on the reader's Twitter activity, according to its founder.

"We want readers to not only read content but interact with it," says Zite CEO Al Diner, an attorney with the firm.



### March 10, 2011: iPad 2 is even better than the original, USA Today, Edward C. Baig

[http://www.usatoday.com/tech/columnist/edwardbaig/2011-03-10-baig10\\_ST\\_N.htm](http://www.usatoday.com/tech/columnist/edwardbaig/2011-03-10-baig10_ST_N.htm)

iPad 2 is even better than the original



iPad 2 is even better than the original



Here's what a difference a year makes. Unlike the launch of the first iPad, one device didn't overshadow the only reason for its existence. People who already owned iPhones, iPads and other devices weren't sold out a mere summer's span. It's still possible to...

**Spotlighting the latest gear**  
The newest electronic is only as great as the one it replaces. This time you can't find the best in the market until you've seen the latest. That's why we're shining a spotlight on the latest gear. You'll find the most interesting gear in the world here.

### March 10, 2011: iPad 2 is even better than the original, USA Today, Edward C. Baig

[http://www.usatoday.com/tech/columnist/edwardbaig/2011-03-10-baig10\\_ST\\_N.htm](http://www.usatoday.com/tech/columnist/edwardbaig/2011-03-10-baig10_ST_N.htm)

iPad 2 is even better than the original



iPad 2 is even better than the original



iPad 2 is even better than the original



### March 31, 2011: Guest presentation from March Curcher, Global Learn, Melbourne



### April 21, 2011: Apple iPad 2 stars in vacation videos, Jefferson Graham

<http://www.usatoday.com/tech/news/2011-04-20-ipad2-videos.htm>



Apple iPad 2 stars in vacation videos





### 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. **YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.**



### Why Use Video?

5. **Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.**



### Why Use Video?

6. **Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.**
7. **Anchored instruction and macrocontexts: John Bransford and colleagues.**
8. **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. Fora 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



## Video Sharing Websites

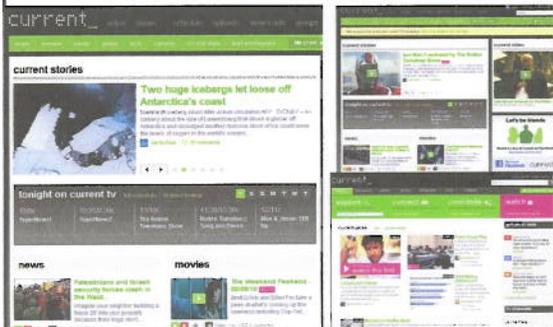
### CNN Video



### msnbc tv



### Current TV



### MIT World



### Shared Online Video (e.g., TED: technology, entertainment and design)

The image shows a screenshot of a TED talk video player. The main video frame shows a man in a white shirt and dark trousers standing on a stage, gesturing towards a large screen behind him. The screen displays a 3D architectural model of a building with a curved roof. The TED logo is visible in the bottom left corner of the video frame. Above the video, there is a navigation bar with 'USA TODAY' and various menu options like 'Home', 'Tech', 'World', 'Sports', 'Life', and 'Tech'. Below the video, there is a title 'Tech confab with a conscience goes global' and a description.

### Adventure Learning, GeoThentic, GoNorth, Polar Husky (National Geographic; Aaron Doering, Univ of Minnesota)

The image is a collage of several video thumbnails. On the left, there's a man in a dark shirt speaking. Next to it is a woman with dark hair. To the right, there's a person in a red jacket standing in a snowy, mountainous landscape. Below these, there are more thumbnails showing people in various settings, some appearing to be in a virtual or simulated environment. The text 'Explore HELPING LEARNERS LEARN...' is visible on the right side of the collage.

### YouTube EDU Page

The image shows a screenshot of the YouTube EDU page. The page has a dark blue header with the 'YouTube EDU' logo and a search bar. Below the header, there is a grid of video thumbnails. One prominent thumbnail shows a close-up of a fish's head. Another thumbnail shows a man's face. The page layout includes navigation links like 'Home', 'Videos', 'Channels', and 'Community'.

### Best Academic of YouTube

The image shows a screenshot of a YouTube page titled 'Best Academic of YouTube'. The page features a grid of video thumbnails, each with a star rating. The thumbnails include various educational content, such as a man speaking, a woman, and a person in a red jacket. The page has a white background with a blue header and navigation links.

### YouTube EDU Page

This is another screenshot of the YouTube EDU page, showing a different set of video thumbnails. The layout is similar to the previous screenshot, with a dark blue header and a grid of video thumbnails. One thumbnail shows a man's face, and another shows a person in a red jacket. The page includes navigation links and a search bar.

### TeacherTube

The image shows a screenshot of the TeacherTube website. The page has a blue header with the 'TeacherTube' logo and a search bar. Below the header, there is a grid of video thumbnails. One prominent thumbnail shows a man's face. Another thumbnail shows a person in a red jacket. The page layout includes navigation links like 'Home', 'Videos', 'Channels', and 'Community'.

## Academic Earth

ACADEMIC EARTH | Subjects | Universities | Instructors | Playlist

Free online video courses from leading universities.

Introduction to High-Speed Rail  
JavaScript  
Introduction: Natural Selection

Universities | Subjects | Featured Courses | Featured Lectures | Top Rated Courses | Top Rated Lectures

## TV Lesson (expert videos)

TV LESSON

Featured | Top in 24 hr | Recently | Become an Expert | Featured Members

## Fora TV

FORA.tv

Sling vs Google vs Netflix  
Three companies will clash in the battle of online video.

## Fora TV (Howard Gardner and Michelle Rhee)

FORA.tv

[http://fora.tv/2009/07/05/Transforming\\_the\\_System\\_An\\_Interview\\_with\\_Michelle\\_Rhee](http://fora.tv/2009/07/05/Transforming_the_System_An_Interview_with_Michelle_Rhee)

Transforming the System: An Interview with Michelle Rhee

## Michelle Rhee, StudentsFirst.org

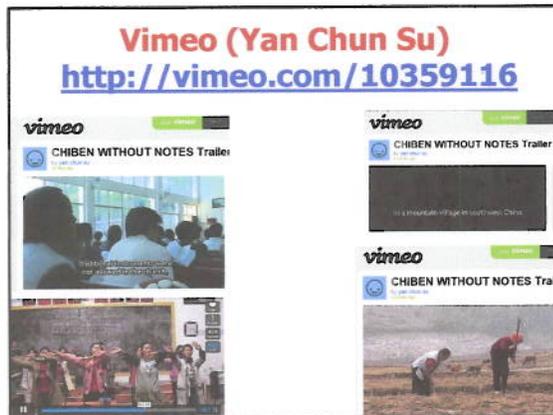
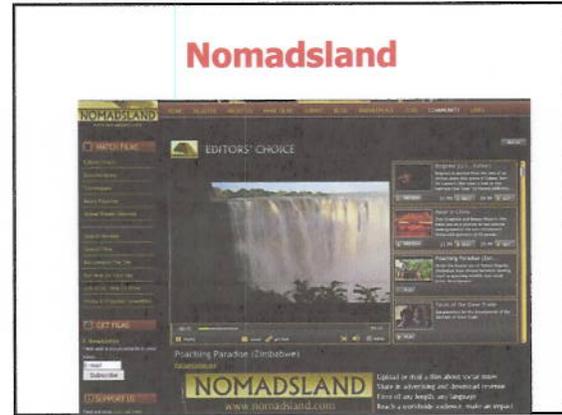
<http://www.studentsfirst.org/video/>

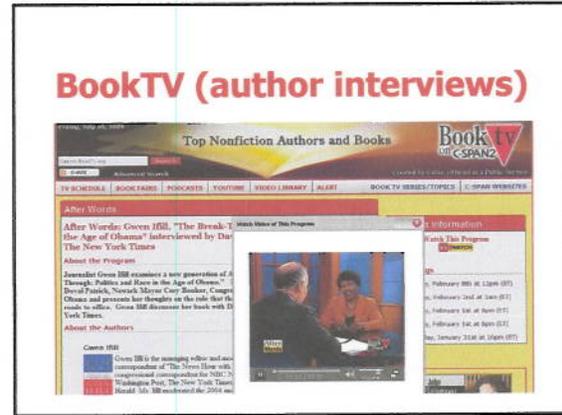
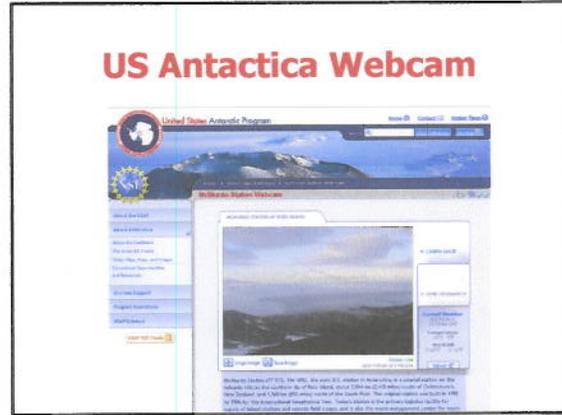
StudentsFirst.org

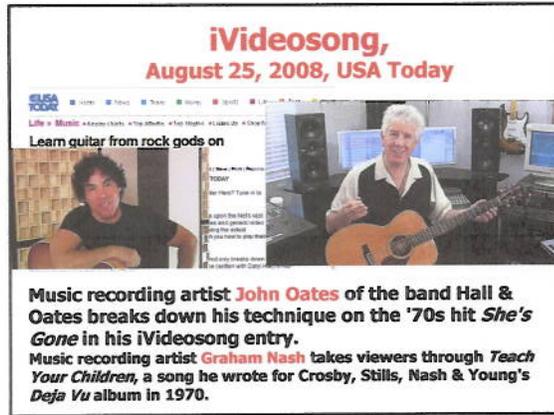
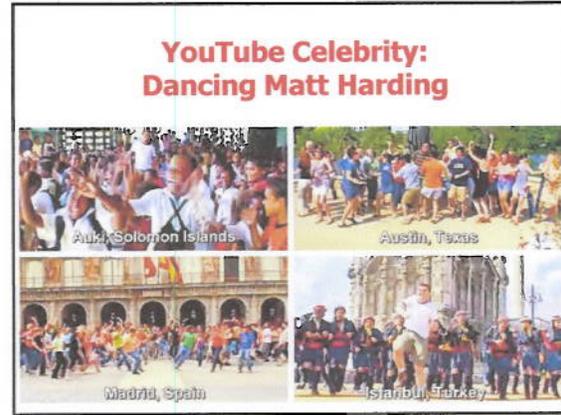
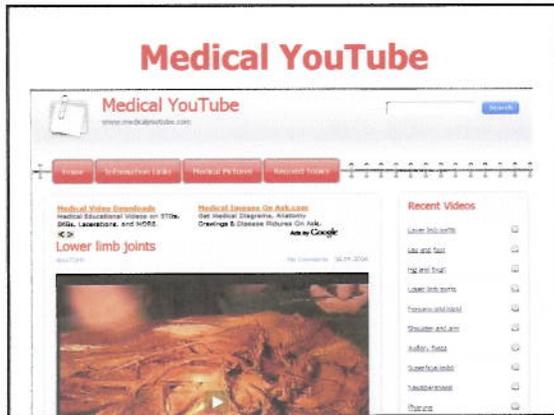
## Link TV (Television without Borders)

LINK TV

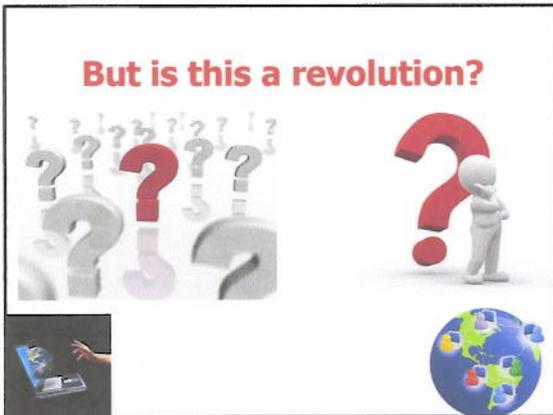
Give Now







### But is this a revolution?



A collage of question marks in various sizes and colors, a 3D white figure standing next to a large red question mark, and a globe with a red question mark on it.

### Synchronous Webcam Conferencing

(e.g., team projects, class meetings, language learning, etc.)



Four small images showing people using laptops and headsets in a virtual meeting environment.

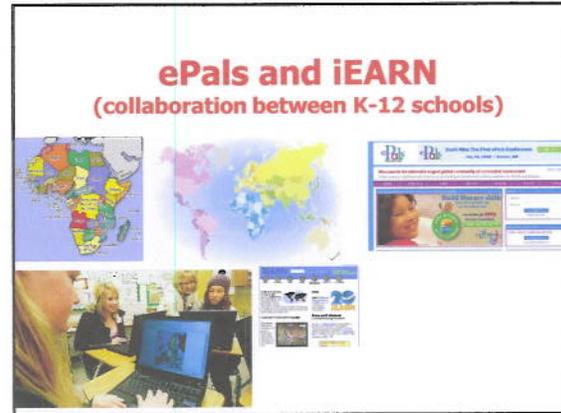
### Global Videoconferencing



A collage of images showing people in a large conference room, a smaller meeting room, and a video conference screen.

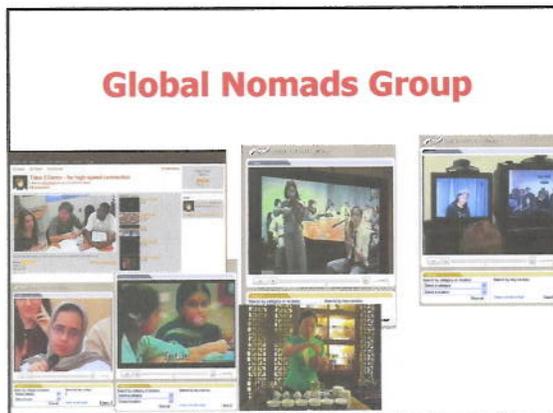
### ePals and iEARN

(collaboration between K-12 schools)



A collage of images including world maps, a website interface, and a group of students working at computers.

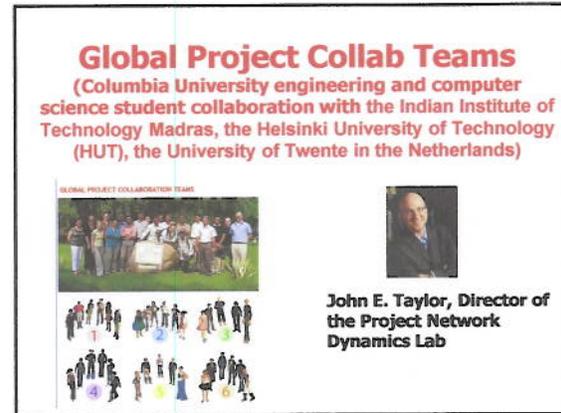
### Global Nomads Group



A collage of images showing a website interface, a video conference screen, and a group of people.

### Global Project Collab Teams

(Columbia University engineering and computer science student collaboration with the Indian Institute of Technology Madras, the Helsinki University of Technology (HUT), the University of Twente in the Netherlands)



A collage of images including a group photo of the collaboration team, a portrait of John E. Taylor, and a diagram of the project network.

**John E. Taylor, Director of the Project Network Dynamics Lab**

### Cross-Cultural Rhetoric (CCR) Project

(writing, blogging, videoconferencing to build intercultural competence, Stanford U and universities in Sweden, Singapore, Russia, Egypt and Australia)

The Cross-Cultural Rhetoric Project

### Video Chat Collaboration (US and Brazilian scholars discusses research)

### Any Research on Shared Online Video?

### Survey Research on Motivational Elements of YouTube: Age and Education Matter

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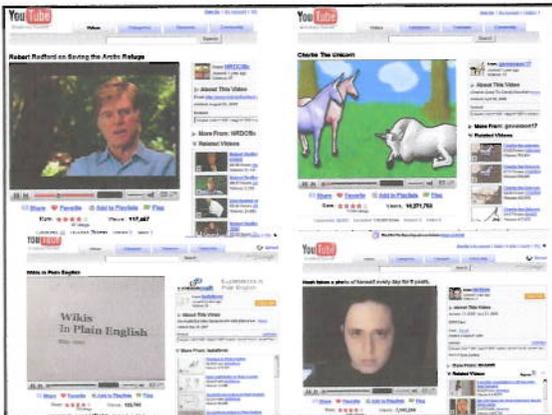
**ALEX J. BONK** Indiana University, Bloomington  
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**YA-TING TENG** University of Illinois at Urbana-Champaign  
yteng2@gmail.com

### Research on YouTube and Use to Anchor Instruction

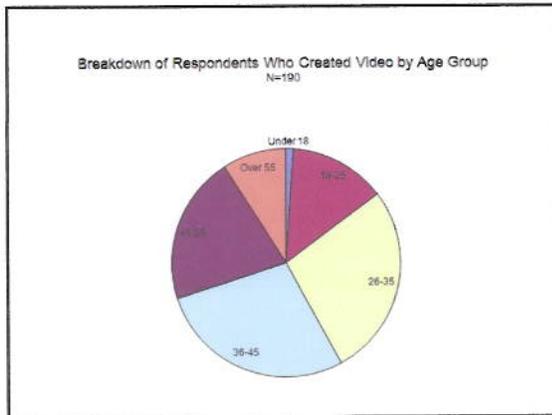
The purpose of this survey research was to understand to what extent adult users share, watch, create, comment on, and subscribe to YouTube videos.

### Recruitment and Survey



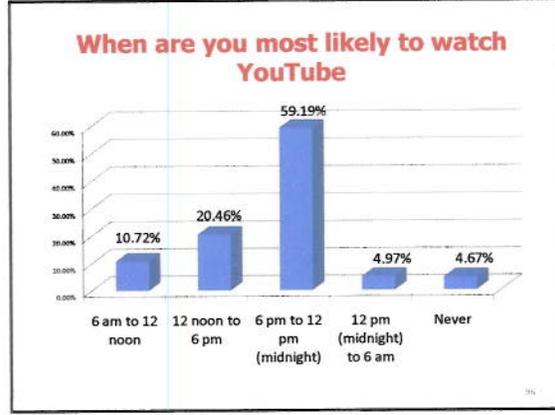
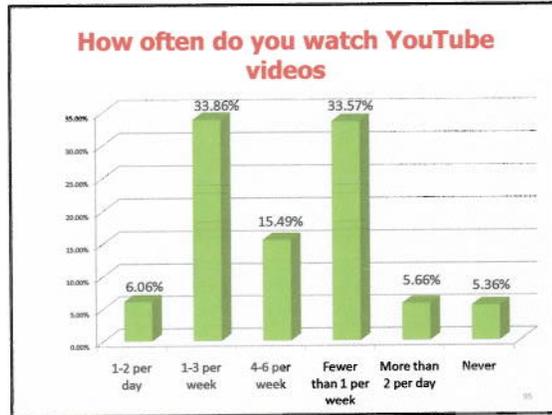
### Findings - Demographics

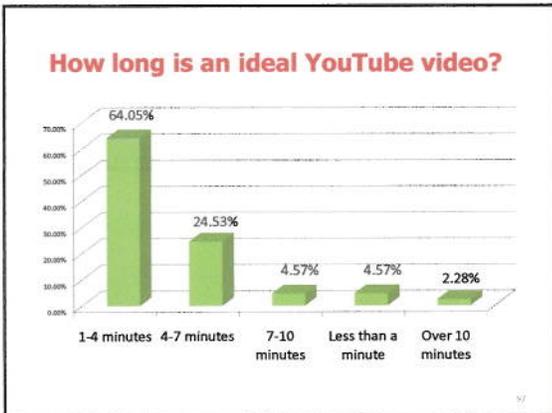
- 1008 valid responses
- Gender: 54% females and 46% males
- Location: 27 different countries, 57% USA
- Age: 61% over 35
- Education: 60% with masters or above
- Occupation: 31% faculty or students



### Social Aspects of YouTube

Tool use	Percentage
Shared a video with others	77%
Added a video to your favorite	46%
Commented on a video	30%
Posted a video response	22%
Created a video	18%
Subscribed to a channel	17%
Flagged a video as inappropriate	6%





### Findings - Education

#### Reasons cited for watching YouTube videos

Education	Masters and above	College and less
Need for knowledge	56%	46%
Recommend by others	53%	46%
Research	49%	33%
Potential of video	32%	21%
Experimentation	32%	23%
Fun	55%	62%
Boredom	17%	27%
Viewing favorite video	16%	26%

### Findings - Age

#### Reasons cited for watching YouTube videos

Age	Over 35	Less than 34
Need for knowledge	56%	46%
Recommend by others	53%	45%
Research	48%	35%
Controversial topic	32%	24%
Experimentation	33%	21%
Fun	53%	66%
Relaxation	36%	44%
Boredom	13%	34%
Viewing favorite video	17%	24%
Class requirement	10%	23%

- ### Findings...
- **Length:** Videos of 1-4 minutes are ideal.
  - **Content:** Those that are humorous, informative, current, interesting, and engaging are preferred by learners.
  - **Such viewing tends to take place at night; typically, between 6 pm and midnight.**
  - **Motivation:** varied by age and education

### Findings - Education

#### Reasons cited for creating YouTube videos

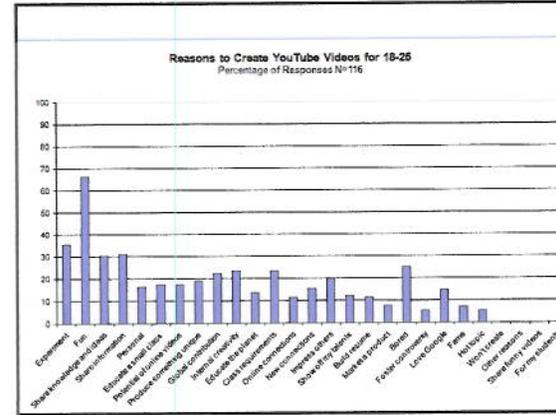
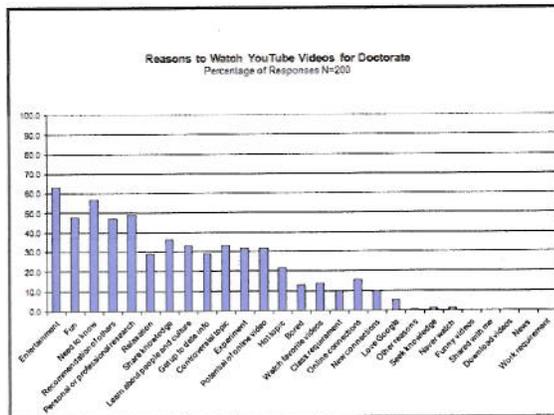
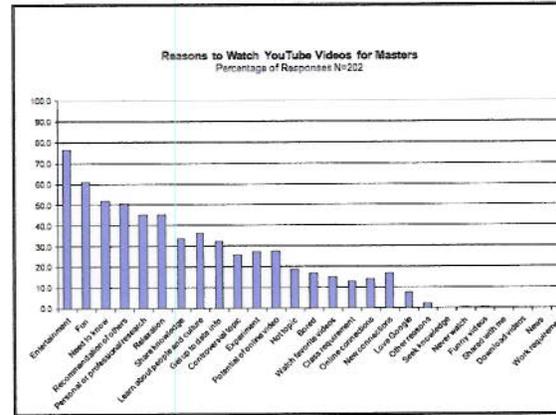
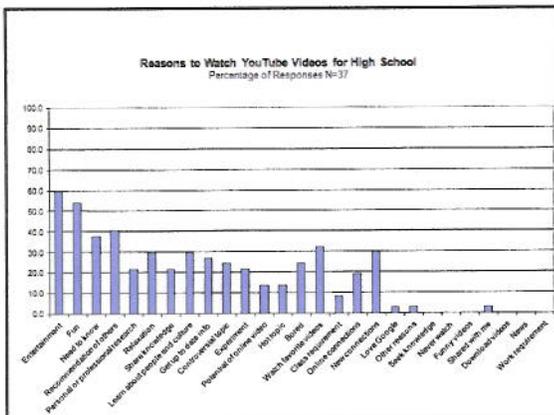
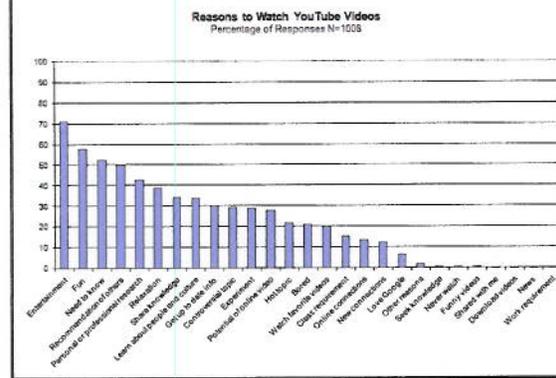
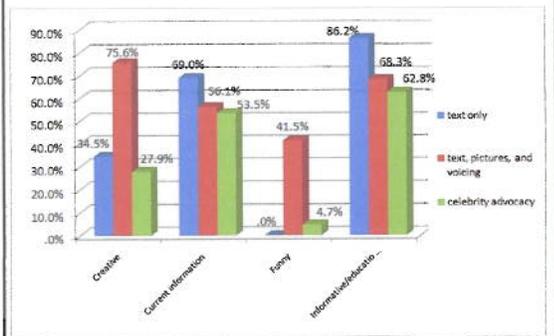
Education	Masters and above	College and less
Experimentation	55%	42%
Sharing knowledge	48%	37%
Sharing information	41%	33%
Research	41%	19%
Educating a small class	39%	20%
Potential of videos	34%	21%
Making global contribution	29%	22%
Educating people of the planet	27%	16%
Building resumes	14%	8%
Boredom	8%	12%

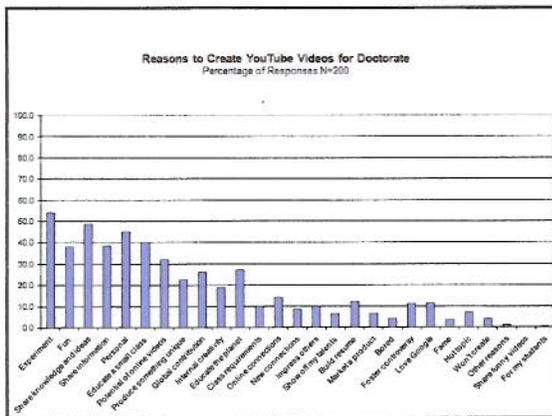
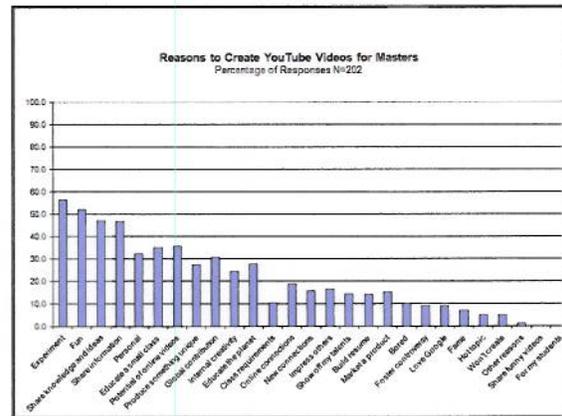
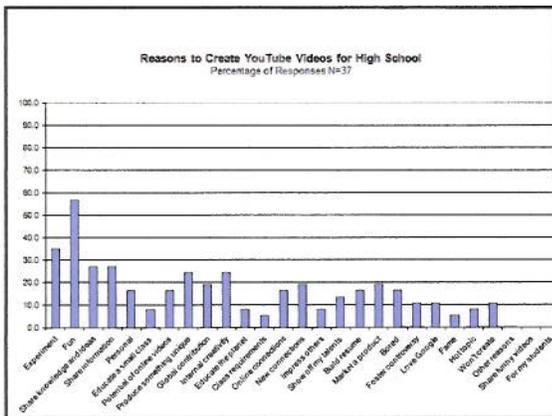
### Findings - Age

#### Reasons cited for creating YouTube videos

Age	Over 35	Less than 34
Experimentation	54%	43%
Sharing knowledge	47%	39%
Research	35%	27%
Educating a small class	36%	25%
Making global contribution	28%	22%
Educating people of the planet	25%	18%
Fun	43%	59%
Classroom requirement	10%	23%
Impressing others	9%	20%
Boredom	6%	14%

Figure 2. Percentage of Selecting Positive Attributes





- ### More Findings...
- The majority of students have watched and shared them.
  - Reasons to create varied by age and education
  - Most people do not create or comment on YouTube videos
  - Not a social-networking site

### 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.**



### Questions about that research?




## Ten Anchors and Enders: Instructor Centered



## 1. Online Video Anchoring

Online videos are used as an anchor or advance organizer of a class lecture.



### Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.



## Learning and Memory Videos



## 2. Online Video Ender

Online videos are used after discussion and activities as a class "ender" or capstone event.



## 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.



#### 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.



## Turn and Share 1-2 ideas you can use...



## 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.



## 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

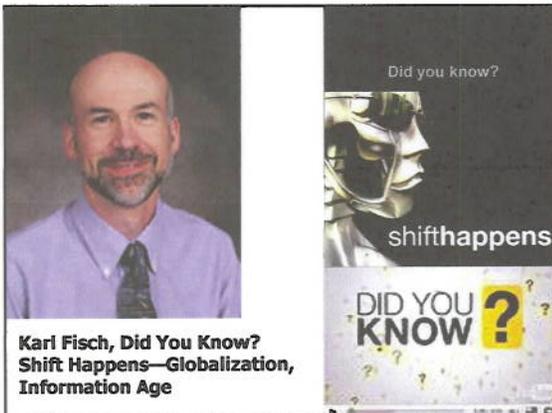
Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



## 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

## Bonk (2008)

This is just a small sample of possibilities that each of us now has to learn with shared online video. Seems nearly everyone can find educational uses for shared online video. The potential is immense. Access is increasing. Better evaluation methods and indexing schemes are needed. The time has ripe to put these millions of free videos to work. It may be up to you!



## 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

- 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

- 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. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
- 6. Watch and approve all videos before selecting.



### Advice and Guidelines

- 7. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
- 8. Have back-up videos in case do not work or are taken down.



### Advice and Guidelines

- 9. Have a guidesheet, job aid, or scaffold to help students evaluate the validity of sources (issues of credibility/authority, quality, design, etc.)



### Advice and Guidelines

- 10. Many unconventional videos might be used to emphasize key points from class (e.g. old television programs or other non-educationally produced).



### Explore Some of these Shared Online Video Sites



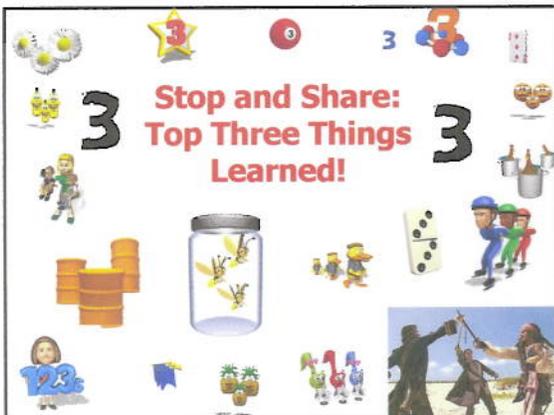
### Video Resources and Portals

[http://mypage.iu.edu/~cjbbonk/youtube\\_videos.htm](http://mypage.iu.edu/~cjbbonk/youtube_videos.htm)

- **BBC News: Video and Audio:** [http://news.bbc.co.uk/2/hi/video\\_and\\_audio/default.stm](http://news.bbc.co.uk/2/hi/video_and_audio/default.stm)
- **BBC News: Video and News:** <http://news.bbc.co.uk/>
- **BBC Video Nation:** <http://www.bbc.co.uk/videonation/>
- **BigThink:** <http://bigthink.com/>
- **CNN.com Video** (see also **Interactive News and News Documentaries**): <http://www.cnn.com/video/>
- **CurrentTV** (see also **Interactive News and News Documentaries**): <http://www.current.tv/>
- **Global Nomads Group:** <http://www.gng.org/>
- **Google Video:** <http://video.google.com/>
- **MIT World:** <http://mitworld.mit.edu/index.php>
- **MSNBC Video** (see link to videos): <http://www.msnbc.msn.com/>
- **Nomadsland:** <http://www.nomadsland.com/>
- **SciVee:** <http://www.scivee.tv/>
- **TeacherTube:** <http://www.teachertube.com/>
- **Yahoo! Video:** <http://video.search.yahoo.com/>
- **YouTube:** <http://www.youtube.com/index>

**Poll: How many ideas did you get from the second part of this talk?**

- None—you are an idiot.
- 1 (and it is a lonely #).
- 2 (it can be as bad as one).
- 3-5
- 6-10
- Higher than I can count!



**Slides at: TrainingShare.com**  
**Papers: PublicationShare.com**  
**Book: <http://worldisopen.com/>**  
**The World is Open.**

