

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

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Video is Popular in Korea



February 24, 2012 Video is Popular in the Philippines Lorma International School, the Philippines (Hannah Kimberly Obar, First Grade teacher)

<http://www.youtube.com/watch?v=1G435H1-6Z8>
<http://www.youtube.com/watch?v=J2p1E1qAak>
http://www.youtube.com/watch?feature=player_embedded&v=UWbU1Tt6k6E (1st grade kids)



February 21, 2012 Video is Popular around the World Rethinking Learning with Salman Khan, Stanford Graduate School of Business

<http://www.youtube.com/watch?v=W-y68B2J25w>
Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
<http://www.gsb.stanford.edu/news/headlines/sal-khan-academy.html>



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

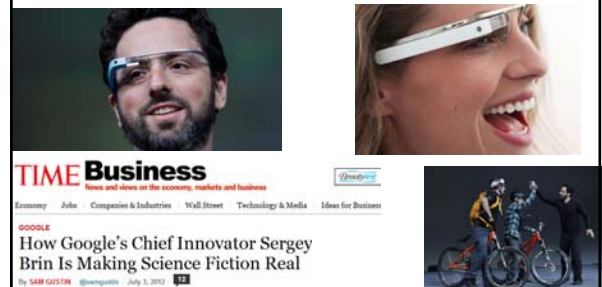
<http://india.khan.nytimes.com/2012/10/15/indias-teacher-and-textbook-scholar-says-khan-academy-to-survive/>
The New York Times | International Herald Tribune



Students at Sree Karpagavalli Vidhyalaya school in Chennai, Tamil Nadu, watching Khan Academy math videos.

June 27, 2012 Google Glass ABC News, Google I/O Conference: Project Glass Prototype For Sale

<http://abcnews.go.com/Technology/google-glass-abc-news-google-i-o-conference-project-glass-prototype-for-sale/>



Google Glass

<http://www.google.com/glass/start/what-it-does/>



Directions right in front of you.

March 9, 2012

Online Learning Polyglots

http://www.nytimes.com/2012/03/11/nyregion/teenage-master-of-languages-finds-online-fab-world.html?_r=1&page=media&_r=1



Timothy posts videos of himself speaking several languages on YouTube.

October 27, 2012

Chuck Severance (U Michigan/Coursera) in Barcelona

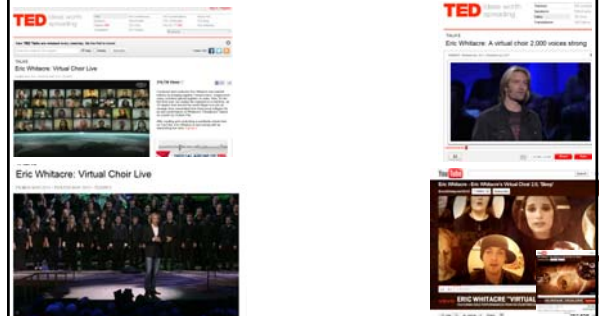
<http://www.youtube.com/watch?v=JzNHvmSv8TI>



March 2013

Eric Whitacre: Virtual Choir Live

http://www.ted.com/talks/eric_whitacre_virtual_choir_live.html
<http://www.youtube.com/watch?v=6WhWDCw3Mng>



April 18, 2013

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

<http://www.playgroundsessions.com/about.html>



Celebrity Instructors in YouTube

Randy Pausch's last lecture

http://www.youtube.com/watch?v=ij5_MqicXSo

April 2008

~2 million
views

October 2008

7.5 million
views

April 18,
2013

15.8+ million
views



Segment Video Anchors
 (e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning; "Wikibooks Hoory for Us")
<http://www.tubechop.com/watch/378752>



April 2011
 Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media

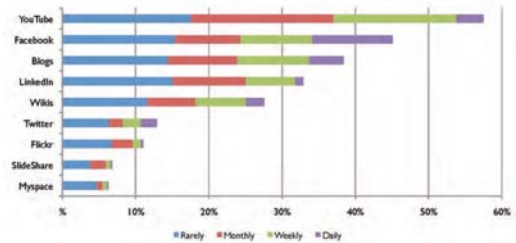
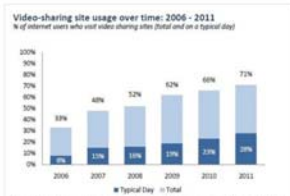


Figure 10. Frequency of faculty professional (nonclass) use of social media by site

July 26, 2011

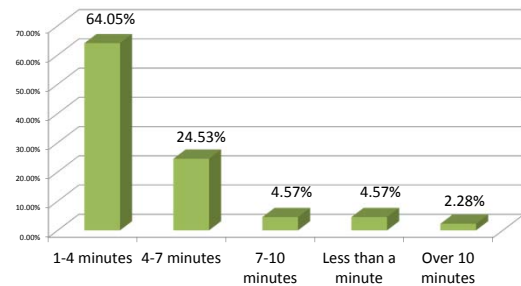
71 Percent Report Using Video Sharing Sites, Pew Internet and American Life Report. Kathleen Moore
<http://technology.msnbc.msn.com/news/2011/07/26/7171105-71-percent-using-video-sharing-sites-pew-report>

26
 2011
 12 August 2011
71 percent using video-sharing sites: Pew report

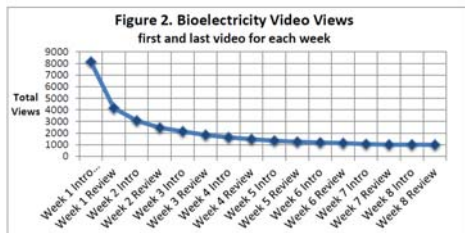


Source: The Pew Research Center's Internet & American Life Project, April 10 - May 22, 2011. Spring Tracking Survey. n=2,277 adult internet users ages 18 and older, including 750 cell phone interviews. Interviews were conducted in English and Spanish.

How long is an ideal YouTube video?
 (Lin, Bonk, et al., 2010)



February 5, 2013
Bioelectricity: A Quantitative Approach, Duke University's First MOOC
http://dukepace.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_Fall2012.pdf



Why Use Video?

1. 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 (i.e., meaningful info must be related to what already know).
3. Advance Organizers: Per Ausubel, we must provide a context, richer, deeper learning.



Why Use Video?

4. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
5. Anchored instruction and macrocontexts: John Bransford and colleagues.
6. 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, Expto.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



TED Talks

(Build a School in the Cloud; Self-Organized Learning Environments (SOEs), February 2013, TED Talk from Sugata Mitra

http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud.html



Educational Video Anchors

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



Link TV (Television without Borders)



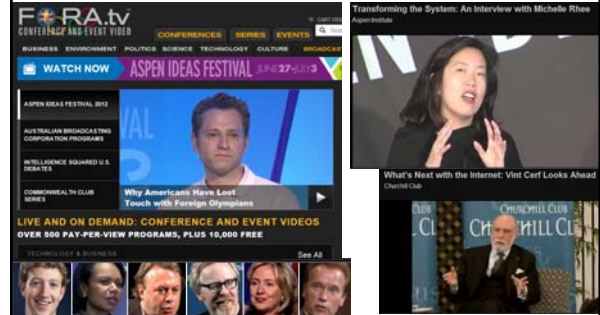
Academic Earth



BookTV on C-Span2 (author interviews)



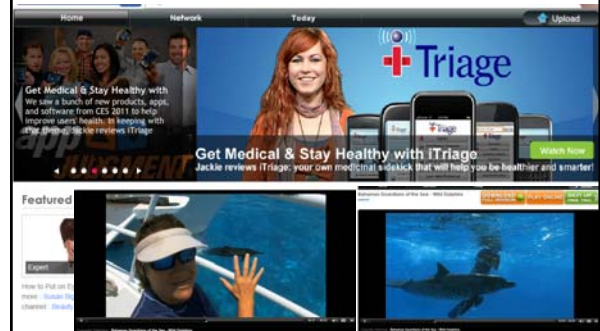
Fora TV (i.e., "the Conference Channel" or "YouTube for Thinkers;" videos on business, technology, science, politics, and culture)



Big Think (short topical video interviews and blogs posts from famous people)



TV Lesson (expert videos)



History for Music Lovers

- The French Revolution ("Bad Romance" by Lady Gaga)
 - Trojan War ("Tainted Love" by Soft Cell)
 - Charlemagne ("Call Me" by Blondie)
 - The Vikings ("Personal Jesus" by Depeche Mode)
 - The Crusades ("Eyes Without a Face" by Billy Idol)
 - Constantine ("Come On, Eileen" by Dexy's Midnight Runners)
- <http://www.youtube.com/user/historyteachers>



Tracking the Life of a Scientist

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

- Origin of Humans: <http://www.youtube.com/user/tellymonitor/#u/2xSWWnVEd8tU>
- Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>
- BBC programs omit living cells: <http://www.youtube.com/watch?v=rdNg7h6Cx6Y>
- Secret Weapons: <http://www.youtube.com/watch?v=FDs-SrJaJMA&list=UUNhji9-wU0g8pE14SGK&index=6&feature=plp>

Dinosaurs (Laboratory News, April 1, 2012): <http://www.labnews.co.uk/news/prehistoric-revolution/>



Poll #1: But is this a revolution?

- A. Yes
- B. Maybe
- C. No



Ten Anchors and Enders: Instructor Centered



Video Course Intros

(examples from Northern Virginia Community College)
Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
<http://www.youtube.com/watch?v=BO9rqJD1GXo>



1. Online Video Anchoring

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



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.



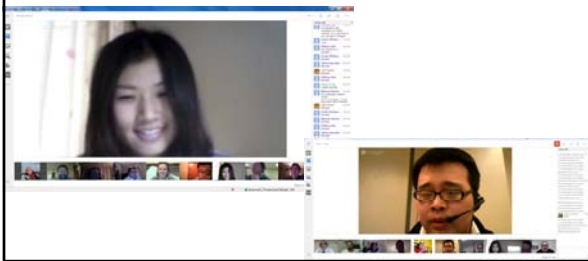
4. Online Class Previews and Discussions

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.



Flipping the Class

Collaboration and Discussion in Google Hangouts, Jan. 28 and Feb 7, 2013
(Carrie Gong from Beijing Normal University)



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.



Discuss Videos
(e.g., Grockit Answers and Vialogues;
<https://vialogues.com/>)



Collaborative Video Annotations and Discussions (Craig Howard, IU)
<http://scholarworks.iu.edu/journals/index.php/ijdl/article/view/853/912>



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 assign a quiz, reflection paper, or discussion of what concepts are displayed in them.



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.



Poll #2:
Pick one of these shared online video activities you might use?

- A. Pause and Reflect
- B. Key Concept Reflections
- C. Video Anchor, Lecture, and Test (VALT)
- D. On-Demand Conceptual Anchoring and Review
- E. Videoconferencing Anchors and Enders



Ten Anchors and Enders: Student Centered



1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.



Interactive Multimedia Glossaries
Umida Khikmatillaeva, Dec. 2011, P540
<http://learningplanet.shutterfly.com/>



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.

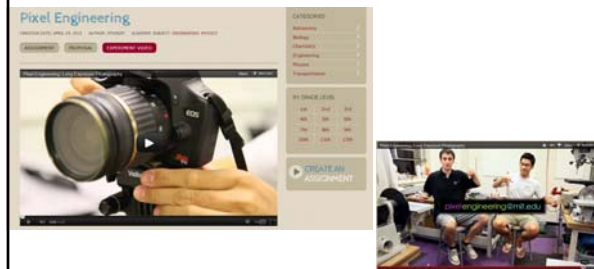


April 25, 2012

MIT+K-12

Making Video to Make a Difference

<http://k12videos.mit.edu/>



WonderHowTo and Howcast



5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



Student Films and Documentaries

<http://www.youtube.com/watch?v=OZ1HvuZ3rbw&feature=youtu.be> (Yue)

Miguel Lara, R685 (Web 2.0 FREEDOM):

<http://www.youtube.com/watch?v=8cmCFj91W8>

Shuya Xu & Yue Ma (Blog my online Irng):

<http://www.youtube.com/watch?v=im7GOM9fzbc>



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.



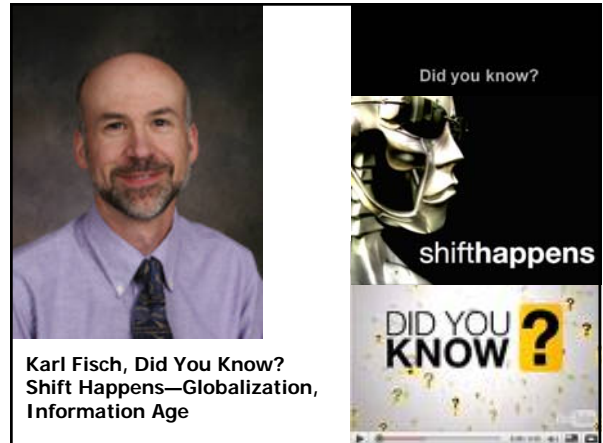
9. Video Anchor Debates

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.



But who can use shared online video?

TOP 10 LIST



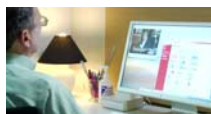
Advice and Guidelines

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. Watch and approve all videos before selecting. And test for link rot.



Advice and Guidelines

5. Have back-up videos in case do not work or are taken down.
6. Considering offering online video creation as an option—can foster student creativity.



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.



Poll #3:

Will you use shared online video in the next class you teach?

- A. Yes
- B. No



Poll #4:

How many ideas did you today?

1. 0 if I am lucky.
2. 1 or 2.
3. 3-5.
4. 6-10.
5. More than 10.



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

Questions, Comments, Share Ideas
(Will Work, might work, won't work)

