

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

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



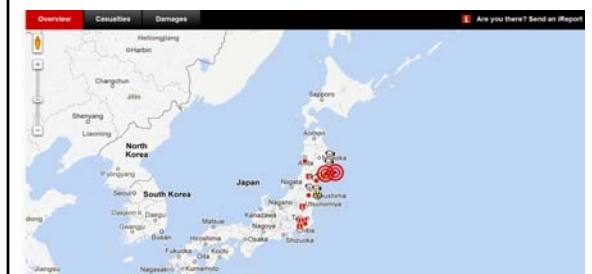
Video is Popular in Korea



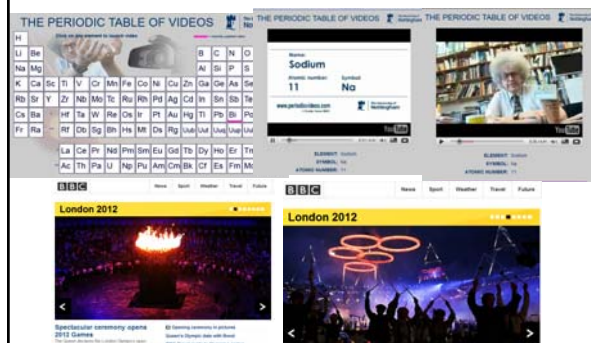
Video is Popular in Japan March 11, 2011

CNN (2011). Map: Impact of Japan tsunami and earthquake. *CNN*.

<http://www.cnn.com/SPECIALS/2011/japan-quake/map/>
<http://www.youtube.com/watch?v=TRDpTEjumdo>



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



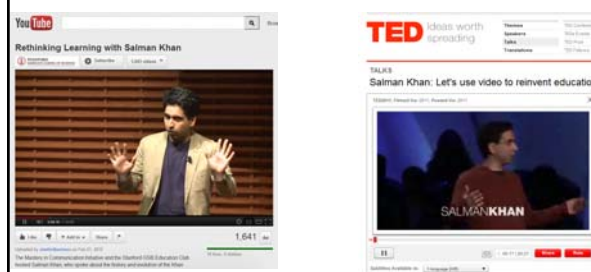
Video is Popular Around the World! July 22, 2011, GETideas Channel, Cisco (Education Thought Leader Series uploaded to YouTube)

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



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



Celebrity Instructors in YouTube

Randy Pausch's last lecture

April 2008

~2 million views

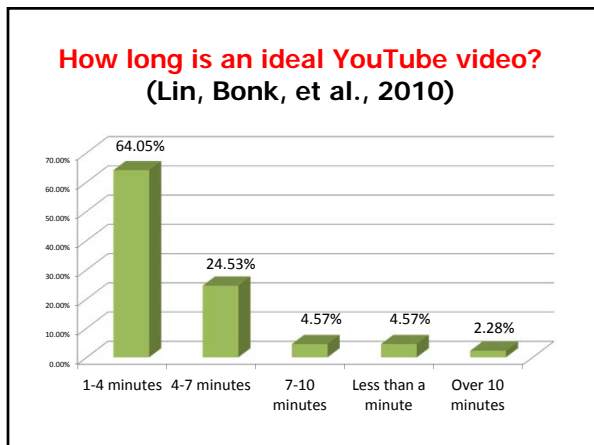
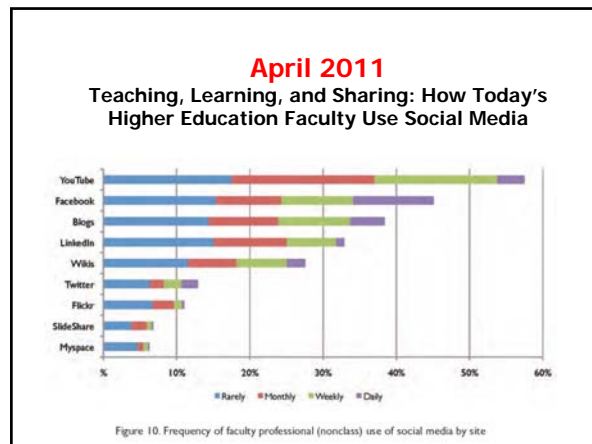
October 2008



7.5 million views





October 17, 2012


15.3+ million views



- ### 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.
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- ### 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.
- 




- ### Poll #3.
- #### Which concept intrigues you the most?
- A. Anchored instruction
 - B. Advance organizers
 - C. Dual coding theory
 - D. Macrocontexts
 - E. Multimedia theory
- 

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



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>




August 18, 2011

HowStuffWorks, iPhone App, USA Today, Marc Saltzman



TED: Technology, Entertainment and Design



Educational Video Anchors

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



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>

Grovo (short technology videos)

<http://www.grovo.com/social-media>

Academic Earth

Free online video courses from leading universities.

YouTube EDU Page

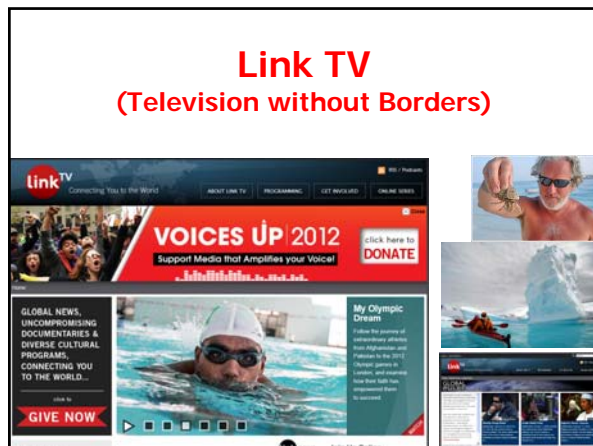
BookTV on C-Span2 (author interviews)

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)

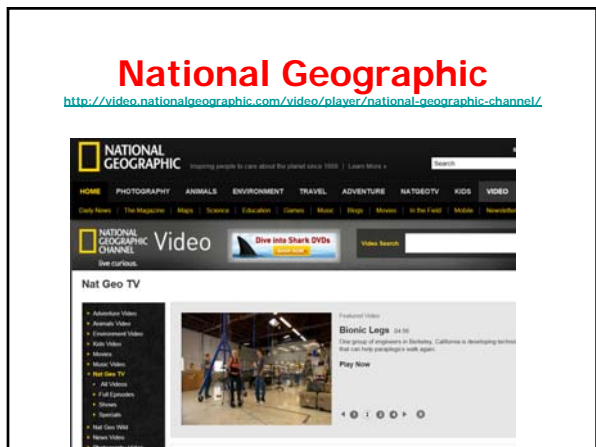


Link TV (Television without Borders)



National Geographic

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

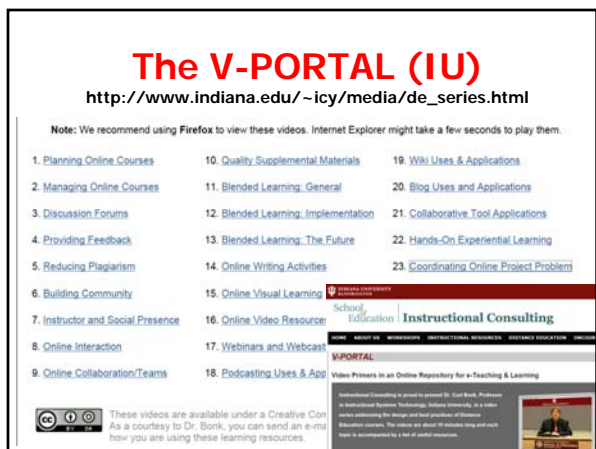


WonderHowTo and Howcast



The V-PORTAL (IU)

http://www.indiana.edu/~icy/media/de_series.html



The V-PORTAL (YouTube)

<http://www.youtube.com/user/TravelinEdMan>



Ten Anchors and Enders: Instructor Centered

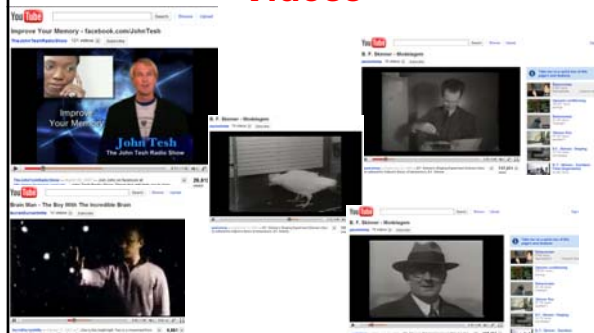


1. Online Video Anchoring

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



Learning and Memory Videos



Segment Video Anchors

(e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning; "Wikibooks Hooray for Us")

<http://www.tubechop.com/watch/378752>



2. Online Video Ender

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



Tracking the Life of a Scientist

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

Origin of Humans: <http://www.youtube.com/user/telemetrymonitor#p/u/2/SWwVEd8tclj>

Tellymonitor's Channel: <http://www.youtube.com/user/telemetrymonitor>

BBC programs omit living cells: <http://www.youtube.com/watch?v=rdNgTh6C6y>

Secret Weapons: <http://www.youtube.com/watch?v=FD6-SrJaJMA&list=ULUrhj6B-wU0g8y9pE14SGKg&index=6&feature=plcp>

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



3. 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.



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



4. Anchor with Discussion

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



5. 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.



6. 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.



7. 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.



**Poll #6:
Pick one of these shared online
video activities you might use?**

- A. Online Video Anchor
- B. Online Video Ender
- C. Pause and Reflect
- D. Key Concept Reflections
- E. On-Demand Conceptual Anchoring and Review



**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. 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.



4. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



Student Films and Documentaries

<http://www.youtube.com/watch?v=1OZHvuZ3rbw&feature=youtu.be> (Yue)
 Miguel Lara, R685 (Web 2.0 FREEDOM):
<http://www.youtube.com/watch?v=8cmCFWl9lW8>
 Shuya Xu & Yue Ma (Blog my online Irng):
<http://www.youtube.com/watch?v=im7GOM9fzhc>



5. 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.



6. 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.



7. 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



Poll #7: Pick one of these shared online video activities you might use?

- A. Anchor Archives
- B. Video Anchor Competitions
- C. Student Anchor Demonstrations
- D. Video Anchor Debates
- E. Anchor Creator Interviews



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.



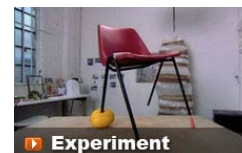
Advice and Guidelines

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 #8:
Will you use shared online video in the next class you teach?

- A. Yes
- B. No



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

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

