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

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Video is Popular in Korea

Video is Popular in Japan
March 11, 2011
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#f/u

February 21, 2012
Rethinking Learning with Salman Khan, Stanford Graduate School of Business
http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html
Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
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 11, 2011
http://www.youtube.com/watch?v=TRDpTEjumdo
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

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

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

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

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

Why Use Video?

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

Figure 18: Frequency of faculty professional (nonclass) use of social media by site.
- 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: Britannica 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 (I U)
http://www.indiana.edu/~icy/media/de_series.html

Note: We recommend using Firefox to view these videos. Internet Explorer might take a few seconds to play them.

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)
Origins Of Science: http://www.youtube.com/watch?v=MNO_6L2h7qA
Tracking the Life of a Scientist Channel: http://www.youtube.com/user/tellymonitor
Origin Of Science: http://www.youtube.com/watch?v=MNO_6L2h7qA
BBC programs and living cells: http://www.youtube.com/watch?v=dQw4w9WgXcQ
Secret Weapons: http://www.youtube.com/watch?v=a6XKkKwpFeM
Tellymonitor's Channel: http://www.youtube.com/user/tellymonitor
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.

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=iQZHvuZ3rbw&feature=youtu.be (Yue)
Miguel Lara, R685 (Web 2.0 FREEDOM):
http://www.youtube.com/watch?v=8cmCFWi9lW8
Shuya Xu & Yue Ma (Blog my online lrng):
http://www.youtube.com/watch?v=im7GQM9fzhc

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.

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)