Blackboard/ CourseSites
MOOC Part IV:
Some Warm-Up Polls

Poll #1:
What age bracket are you in?
A. 1-22
B. 23-35
C. 36-49
D. 50-65
E. Over 65

Facebook's historic IPO,
USA Today, May 18, 2012

Poll #2:
Do you have a Facebook account?
A. Yes
B. No

Facebook's historic IPO, May 18, 2012

Poll #3:
Do you like Facebook?
A. Yes
B. No

A street sign reading ‘Hacker Way’ is seen in the parking lot of the Facebook headquarters in Menlo Park, Calif.

A Facebook intern interested in seeing how political borders affect friendships around the globe created a map of the world by sampling data from the social network’s user base. The map displays friendships as lights on a deep blue background.
Poll #4: How much money did Facebook bring in?
A. $4 billion
B. $8 billion
C. $16 billion
D. $32 billion
E. $64 billion

Poll #5: What was the initial public offering price?
A. $18 per share
B. $23 per share
C. $28 per share
D. $33 per share
E. $38 per share

Poll #4: Did you invest in Facebook when it went public on Friday?
A. Yes
B. No

Facebook’s historic IPO, May 18, 2012
Electronic screens inside the Nasdaq stock market announce the listing of Facebook shares before the start of trading.

Facebook’s historic IPO, USA Today, May 18, 2012

Poll #5: Will social networking tools be used for a significant portion (more than 25 percent) of student learning within 5 years?

A. Yes
B. No

Poll #6: Do you have a Twitter account or something similar?

A. Yes
B. No

Poll #7: Which online resource do you enjoy using the most?

A. Facebook
B. LinkedIn
C. Twitter
D. YouTube
E. Wikipedia

Poll #8: What Week have you liked the most so far?

A. Week 1: TEC-VARIETY (motivation/retention)
B. Week 2: R2D2 (diversity & learning styles)
C. Week 3: Critical/Creative Thinking & Collab
D. Week 4: Shared Online Video
E. I like them all equally well

Social Business Launched this Burger
USA Today, May 17, 2012

Poll #9: What have you done so far in Week 4 in the MOOC?

A. Watched one or more of the videos
B. Read one of the article
C. Been in the discussion forums
D. Posted to the wiki or blog
E. Nothing so far…until I came here
Poll #10: Which part of the MOOC do you find the most helpful to your learning?

A. The Let’s Discuss forums
B. The Blogs
C. The Weekly Live Online Events
D. The Weekly Resources posted
E. The Wiki

Poll #11: Can you hear me ok?

A. Yes
B. No

Poll #12: Can you see me ok?

A. Yes
B. No

South Berwick, Maine, USA
John Skafidas, math teacher for Marshwood Adult and Community Education.
“I’m always interested in applying technology to my teaching - thank you for leading the MOOC and supporting course sites - free is good.”

Mobile, Alabama, USA
Anne B. Lowery, D.B.A., Associate Vice President for Academic Affairs and Dean, Graduate Programs, University of Mobile

Paris, France
Ann-Marie EVRARD (Barbara’s corner English conversation group)
Picture of Chelles-Gournay Station, railway station in Paris, France. The station opened in 1849 and is located on the Paris Est - Strasbourg railway line.
Albany, Georgia, USA
Svala Ottesen, Lecturer of Art, Troy University
“we have a thing or two with turtles” in Albany, GA
“...svala who absolutely loves the MOOC course.”

Alamosa, Colorado, USA
Ryan K. Shiba, M.A., Director, Academic Instructional Technology Center, Adams State College (now University)
“Porter Hall is named after William Porter, the founder of etrade & Richardson Hall is the main admin building on campus.”

Blackboard/CourseSites MOOC Part IV:
The Rise of Shared Online Video, the Fall of Traditional Learning
Dr. Curtis J. Bonk, cjbonk@indiana.edu
Professor, Indiana University, School of Education

Poll #13:
What Week have you liked the most so far?
A. Week 1: TEC-VARIETY (motivation/retention)
B. Week 2: R2D2 (diversity & learning styles)
C. Week 3: Critical/Creative Thinking & Collab
D. Week 4: Shared Online Video
E. I like them all equally well

University Business, May 2012
We need an online Legislature,
Minneapolis StarTribune, Dave Churchill, May 21, 2012,
http://www.startribune.com/opinion/152327675.html
Flexible displays bend what's possible for computers, Jon Swartz, May 4, 2012, USA Today
http://mediagallery.usatoday.com/Flexible-screen-displays/G3657,A12064

Components of the wrist-worn display prototype developed at HP Labs are shown in this illustration. When completed, the device will incorporate a working flexible display powered by solar cells.


The V-PORTAL (IU)
http://www.indiana.edu/~icy/media/de_series.html

The V-PORTAL (IU)
http://www.youtube.com/user/TravelinEdMan

The V-PORTAL (IU)
http://www.indiana.edu/~icy/media/de_series.html

The V-PORTAL (IU)
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.
1. Planning Online Courses
2. Managing Online Courses
3. Discussion Forums
4. Providing Feedback
5. Reducing Paperwork
6. Building Community
7. Instructor and Social Presence
8. Online Writing Activities
9. Online Video Resources
10. Online Interaction
11. Winter Breaks
12. Blended Learning - General
15. Blended Learning: Preparing for Online Learning
16. Blended Learning: Online Learning
17. Blended Learning: Applying Technology
22. Blended Learning: Blended Learning in Practice
23. Blended Learning: Blended Learning in Practice
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96. Blended Learning: Blended Learning in Practice
97. Blended Learning: Blended Learning in Practice
98. Blended Learning: Blended Learning in Practice
100. Blended Learning: Blended Learning in Practice

Dr. Bork covers possible activities and resources to engage students in a blended course format in the "Blended Learning - Implementation" presentation. Examples highlight educational practices applicable in different subject areas and at different times throughout the semester.
The V-PORTAL (YouTube)

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

Poll #14: Which discussion question have you found interesting this week?

A. Question #1. Have you found any unique video sources that you can share? How have you made use of them?
B. Question #2. Have you designed student-centered activities including the use of video? If not, what challenges do you face regarding the use of video?
C. I have not yet been into Week 4 yet.

Poll #15: Chat Window...

Question #3:
If you have watched any of the 27 videos in the V-PORTAL that Dr. Bonk created, did you discover anything that you might use? Alternatively, were there any questions, concerns, or issues that you had after viewing one or more of these?

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.”

Video is Popular in the USA
Elliott Masie, 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
(Video 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.

YouTube Growth
Randy Pausch’s last lecture
April 2008 ~2 million views
October 2008 7.5 million views
May 23, 2012 14.8+ 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

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

March 12, 2012
An update to the YouTube Nonprofit Program goes live

March 20, 2012
Georgetown Learning Initiatives
Soliya Connect
http://gli.georgetown.edu/#soliya

April 26, 2012
At Yale, Online Lectures Become Lively Books
Jennifer Howard, Chronicle of Higher Education

April 25, 2012
MIT+K-12, Making Video to Make a Difference
http://k12videos.mit.edu/

April 2011
Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media
July 26, 2011

July 26, 2011

Poll #16:
What is the ideal length of a video?

A. Less than 1 minute
B. 1-4 minutes
C. 4-7 minutes
D. 7-10 minutes
E. Over 10

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.

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

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.

Poll #17.
Which concept intrigues you the most?
A. Anchored instruction
B. Advanced 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/

Current TV

MIT World and MIT OCW
Highlights for High School
April 12, 2012
TEDx WallStreet, Michelle Rhee
Under Spending, Overspending, or Misspending, April 12, 2012
http://www.studentsfirst.org/blog/entry/under-spending-overspending-or-misspending
http://www.youtube.com/watch?v=RsiLLNzi-cM

YouTube EDU Page

Academic Earth

LearnZillion
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)

TV Lesson
(expert videos)

Big Think
(short topical videos from famous people)

Link TV
(Television without Borders)

National Geographic
https://video.nationalgeographic.com/video/player/national_geographic_channel/
**WonderHowTo and Howcast**

Poll #18.
Which shared online video resource sounds interesting?

A. Big Think
B. BookTV
C. ClipChef
D. CurrentTV
E. TV Lesson

Poll #19:
But is this a revolution?

A. Yes
B. Maybe
C. No

**ClipChef**

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 Video Anchor

2. Online Video Ending
Online videos are used after discussion and activities as a class “ender” or capstone event.

Learning and Memory Video Ender

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.

Origins of Humans, Brian J. Ford, Microbiologist, Cambridge, UK
http://www.youtube.com/user/tellymonitor#p/a/u/1/LhGeApsKjasr
Origin of Humans: https://www.youtube.com/user/tellymonitor#p/a/u/1/LhGeApsKjasr
Tellymonitor's Channel: https://www.youtube.com/user/tellymonitor
BBC programs and living cells: http://www.youtube.com/watch?v=rdNpTh6Cx6Y
Secret Weapons: http://www.youtube.com/user/tellymonitor

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.

Poll #20:
Pick one of these shared online video activities you might use?
A. Online Video Anchoring
B. Online Video Ending
C. Anchoring and Ending
D. Online Class Previews and Discussions
E. Anchor with Discussion

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 lecture 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.

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 #21:
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. Cool 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.

Poll #23: Pick one of these shared online video activities you might use?
A. Anchor Archives
B. Video Anchor Competitions
C. Video Sharing and Ranking
D. Video Anchor Debates
E. Anchor Creator Interviews

But who can use shared online video?
Audiences and Uses of Shared Online Video

1. 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.

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.

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.

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

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.

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.
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.

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.

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

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

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.

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.

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.

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

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.
Poll #24:
Will you use shared online video in the next class you teach?

A. Yes
B. No

Poll #25:
How many ideas did you today?

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

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

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