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

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Poll #1:
Can you hear me ok?
A. Yes
B. No

Poll #2:
Can you see me ok?
A. Yes
B. No

Globalizing MOOCs
Steve Kolowich, Inside Higher Ed, March 17, 2013
http://www.insidehighered.com/blogs/globalhighered/globalizing‐moocs

The Minds Behind MOOCs:
The Professors Who Make the MOOCs,
Steve Kolowich, Chronicle of HE, March 18, 2013
http://chronicle.com/article/The‐Professors‐Behind‐the‐MOOC/137905/?cid=at&utm_source=at&utm_medium=en#id=overview

Paul Gries, of the U. of Toronto, has taught MOOCs on computer science.
Do you believe MOOCs could eventually reduce the cost of attaining a college degree in general?

<table>
<thead>
<tr>
<th>No, not at all</th>
<th>Yes, marginally</th>
<th>Yes, significantly</th>
</tr>
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<tbody>
<tr>
<td>15%</td>
<td>41%</td>
<td>45%</td>
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</table>

Do you believe your home institution will eventually grant formal credit to students who succeed in your MOOC?

- Yes: 54%
- No: 46%

Do you believe students who succeed in your MOOC deserve formal credit from your home institution?

- Yes: 72%
- No: 28%

Over all, do you believe MOOCs are worth the hype?

- Yes: 79%
- No: 21%

Google Hangouts
MOOC experts, February 28, 2013
Bioelectricity: A Quantitative Approach, Duke University's First MOOC
February 5, 2013

Big (MOOC) Data, Inside Higher Education, Dayna Catropa, February 24, 2013
http://www.insidehighered.com/blogs/stratedgy/big‐mooc‐data

Global voices in education tech: Curt Bonk, Indiana University BETT 2013 Keynote Talk
(January 31, 2013; posted March 14)
http://www.youtube.com/watch?v=22UM0Ue6kP4&WT.tsrc=Email&WT.mc_id=NWS14

Global voices in education technology: Daphne Koller, Coursera BETT 2013 Keynote Talk
(January 30, 2013; posted March 14)
http://www.youtube.com/watch?v=BMiI6RdlNQs&WT.tsrc=Email&WT.mc_id=NWS14

Figure 1a. Age

Figure 1b. Age

Figure 1c. Highest prior degree

Figure 2. Bioelectricity Video Views
first and last video for each week
Open Story: Massive blizzard slams northeast, Timeline, February 8, 2013

http://ireport.cnn.com/open-story.jspa?openStoryID=923195&hpt=hp_t1#DOC

R685 Week 7 Feb 2013

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

Video is Popular in Korea

Video is Popular in Japan
March 11, 2011
http://www.youtube.com/watch?v=TRDpITEumdo
Video is Popular in the Philippines
February 24, 2012
Lorma International School, the Philippines (Hannah Kimberly Obar, First Grade teacher)
http://www.youtube.com/watch?v=1C435Ut-GzA
http://www.youtube.com/watch?v=JZp1rEjgAak
http://www.youtube.com/watch?feature=player_embedded&v=UHMuTfAc6Ec (1st grade kids)

Video is Popular in United States
Videos: Unleashing Technology to Personalize Learning, Education Week, October 5, 2010
http://www.edweek.org/ew/section/video-galleries/october05-event-edtech.html

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

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

February 9, 2012
A first-hand look inside a flipped classroom, eSchool News, Meris Stansbury
http://www.eschoolnews.com/2012/02/09/a-first-hand-look-inside-a-flipped-classroom/

February 12, 2012: Mooresville’s Shining Example
(It’s Not Just About the Laptops), ALAN SCHWARTZ, NY Times
February 21, 2012
Rethinking Learning with Salman Khan, Stanford Graduate School of Business
http://www.youtube.com/watch?v=W-vj6BhQa5w
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

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

June 27, 2012
Remote Animal Streaming
Remote Maine puffin colony up close on HD web cam
Clarke Canfield, The Statesman, June 27, 2012
This still frame from streaming online video, provided by explore.org, the Annenberg Foundation and the National Audubon Society, shows puffins on the shore of Seal Island, Maine, Wednesday, June 27, 2012. The island is the habitat for the largest puffin colony in the U.S.

June 27, 2012
Google Glass
ABC News, Google I/O Conference: Project Glass Prototype For Sale
http://abcnews.go.com/Technology/google-project-glass-prototypes-offered-google-io-confernce/story?id=16663176

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

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

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>1-4 minutes</td>
<td>64.05%</td>
</tr>
<tr>
<td>4-7 minutes</td>
<td>24.53%</td>
</tr>
<tr>
<td>7-10 minutes</td>
<td>4.57%</td>
</tr>
<tr>
<td>Less than a minute</td>
<td>4.57%</td>
</tr>
<tr>
<td>Over 10 minutes</td>
<td>2.28%</td>
</tr>
</tbody>
</table>

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

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

March 13, 2012: Britannica to stop printing books

http://www.msnbc.msn.com/id/3032619/vp/46945508#46945508

NBC Nightly News

Online Portals, April 3, 2012
(e.g., Google Art Project)

http://money.cnn.com/2012/03/13/technology/encyclopedia-britannica-books/index.htm

Current TV

TED:

Technology, Entertainment and Design

Educational Video Anchors

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

TV Lesson

(expert videos)
LearnZillion

Great video lessons from great teachers

LearnZillion is a learning platform that combines video lessons, assessments, and progress reporting. Each lesson supports Common Core standards, starting with math in grade 3.

Explore Lessons

MIT World and MIT OCW

Highlights for High School

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

How to Use Social Media Effectively

Free online video courses from leading universities.

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)

Michelle Rhee, Students First

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

Link TV
(Television without Borders)

National Geographic

Impossible2Possible

Adventure Learning about the Environment
(e.g., North of 60, GeoThentic, Earthducation, see Aaron Doering, Chasing Seals; http://chasingseals.com)

WonderHowTo and Howcast

Poll #4.
Which shared online video resource sounds interesting?
A. Big Think
B. CurrentTV
C. LearnZillion
D. TED Ed
E. TV Lesson

Poll #5:
But is this a revolution?
A. Yes
B. Maybe
C. No

Flip the Class
(e.g., Lessons on iPad; ShowMe: http://www.showme.com)

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=BO9rgjD1Gx0

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

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 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 #6:
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.

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 #7:
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?

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.

Audiences and Uses of Shared Online Video
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.

Audiences and Uses of Shared Online Video
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.
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.

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.
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.

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.

13. Retirees: watch online videos to learn new skills and competencies or explore personal hobbies and interests.

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. 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

Poll #9:
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/

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