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 the UK
(Videos of the Periodic Table, Univ of Nottingham)

Experts from Lynda.com
http://www.lynda.com/

Video is Popular in the USA
GETideas Channel, Cisco
(Thought Leader Series uploaded to YouTubEdu),

February 21, 2012
Video is Popular around the World
Rethinking Learning with Salman Khan,
Stanford Graduate School of Business
Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
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.
Instruction as a Cognitive Apprenticeship


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

TEDx
Aaron Doering, Chasing Seals
http://chasingseals.com/

Educational Video Anchors
TED-Ed:
http://education.ted.com/

BookTV on C-Span2
(author interviews)
TV Lesson (expert videos)

WonderHowTo and Howcast

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

Tracking the Life of a Scientist (e.g., Brian J. Ford, independent scientist)

Poll #1: But is this a revolution?

A. Yes
B. Maybe
C. No
Ten Anchors and Enders: Instructor Centered

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.

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=BO9rqJ1GKo

Learning and Memory Videos

Online Labs and Simulations
http://www.biheartinstitute.org/patient-resources.php
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.

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/idl/article/view/853/812
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.

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.

Short Video Animations and Reflections (e.g., Ohm’s Law)
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.

Virtual Safety Training

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/

5. 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
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=im7QW99hbc
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 #3:
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

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.

February 22, 2013
Video is popular around the world
NASA’s spacey Google+ Hangout shows off zero-G antics—and cats!

May 5, 2014
Technology Provides Foreign-Language Immersion at a Distance,
Danya Perez-Hernandez, Chronicle of Higher Education,
http://chronicle.com/article/Technology-Provides/146369/?cid=at&utm_source=at&utm_medium=en
Portuguese-language students at Virginia Commonwealth U. hold a "teletandem" session with students in Brazil who are learning English. The approach "basically forces you to learn," says one student. "It pushes you to practice the language to make sure you are ready for the next meeting."
Web- and Video-Conferencing Lessons Learned...

Lesson #1. Combining Asynchronous and Synchronous Events
(e.g., guest was David Merrill, 2007)

Lesson #2: Don’t Give Up!
Serious Gaming Institute, Coventry, UK

Lesson #3: Make a List of Those You Know
Intellagirl Sarah Smith-Robbins and Mark Bell
(Second Life for Dummies)

Pedagogical Activities for Class-Related Videoconferencing or Web Conferencing with Experts

1. Expert Presentations with Audience Questioning and Commenting
The guest expert makes a formal or semi-formal presentation of ideas, activities, cultural norms and practices, or research to the class.
2. Expert Demonstrations and Audience Questioning

The guest expert demonstrates a certain technique, idea, principle, etc., while the learners observe and ask follow-up questions.

3. Question and Answer Sessions (e.g., International Studies in Schools (ISIS))

The guest expert responds to questions posed by the audience based on a particular topic (the audience might read or watch ahead of time).

ISIS Instructional Goals

1. Video Walls of Experts

2. Mobile Video Connections to Experts and Friends

Mobile Apps for the CPR Training
May 5, 2014
New platform challenges conventional MOOCs
eCampus News

3. Expert Access from Our Watches and Glasses

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 #4: Will you use shared online video in the next class you teach?
A. Yes
B. No

Poll #5: How many ideas did you this session?
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)