

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

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Video is Popular in Korea



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



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



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



February 21, 2012 Video is Popular around the World Rethinking Learning with Salman Khan, Stanford Graduate School of Business

<http://www.youtube.com/watch?v=W-y68hQa5w>
Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
<http://www.gsb.stanford.edu/news/headlines/sal-khan-academy.html>



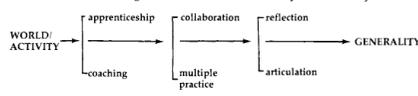
Instruction as a Cognitive Apprenticeship



Brown, J. S., Collins, A., & Duguid, P. (1988). *Cognitive apprenticeship, situated cognition, and social interaction*. Bolt, Beranek, and Newman, Inc., Technical Report No. 6886.



FIGURE 3
Students' Progress from Embedded Activity to Generality



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, ExplorTV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



TEDx

Aaron Doering, Chasing Seals
<http://chasingseals.com/>



Speaking for Change and Humanity

Educational Video Anchors

TED-Ed:

<http://education.ted.com/>



BookTV on C-Span2 (author interviews)



TV Lesson (expert videos)

The screenshot shows the iTriage website interface. At the top, there's a navigation bar with 'Home', 'Network', and 'Today'. Below it, a large banner features a woman and the text 'Get Medical & Stay Healthy with iTriage'. A 'Watch Now' button is visible. Below the banner, there are 'Featured' video thumbnails, including one of a woman in a white lab coat and another of a shark in the ocean.

WonderHowTo and Howcast

The screenshot shows a Howcast video player. The video title is 'How To Fix a Wet Cell Phone'. The video content shows a person's hands holding a disassembled cell phone. Below the video, there are social media sharing options (Facebook, Twitter, etc.) and a 'Comments' section.

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

The screenshot shows the Fora TV website. It features a video player on the left with a woman speaking. To the right, there's a 'Weekend Edition' section with a woman in a blue jacket. Below the video player, there's a grid of small profile pictures of various speakers.

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

Origin of Humans: <http://www.youtube.com/user/tellymonitor#p/u/2/sWwNvEdi8cU>
 Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>
 BBC programs omit living cells: <http://www.youtube.com/watch?v=rdf1o7Th6Ck6Y>
 Secret Weapons: <http://www.youtube.com/watch?v=FDn-Srp2aIM&list=UUhjic8-wUQ85pE145GKa&index=6&feature=plcp>
 Dinosaurs (Laboratory News, April 1, 2012): <http://www.labnews.co.uk/news/prehistoric-revolution/>

The screenshot shows the Laboratory News website. On the left, there's a video player showing a man in a white lab coat. On the right, there's a featured article titled 'A prehistoric' with a large image of a dinosaur skull.

Segment Video Anchors (e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning; "Wikibooks Hoopay for Us") <http://www.tubechop.com/watch/378752>

The screenshot shows the TubeChop website. It features a search bar at the top. Below it, there's a video player showing a man in a suit holding up papers. The video title is '19. Wiki Uses and Applications'.

Poll #1: But is this a revolution?

A. Yes
B. Maybe
C. No

The graphic features the word 'EDUCATION' in large, bold, red letters at the top. Below it, the word 'REVOLUTION' is written in a circular, stylized font with a green and yellow background. The overall design is dynamic and eye-catching.

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=B09rqJD1GXo>



1. Online Video Anchoring

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



Learning and Memory Videos



2. Online Video Ender

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



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.



Anchor Concepts in Shared Online Video



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/>)

The screenshot shows a Vialogues interface with a video player on the left and a discussion thread on the right. The video title is "Edutopia Chairman and George Lucas Discuss Teaching Visual Literacy". The discussion includes comments from users like "Kubewitz" and "joshua".

Collaborative Video Annotations and Discussions (Craig Howard, IU)

<http://scholarworks.iu.edu/journals/index.php/ijdl/article/view/853/912>

The screenshot shows a video player with a red box containing text: "MC: That is cool! The movie reminds me of a program I did in high school. It was about the same thing. It was about the same thing. It was about the same thing." Below the video, there is a discussion thread with a comment from "Craig Howard" stating: "The teacher designer and curator of the design one."

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.



Concept Demonstrations



Each abdominal thrust attempts to clear the victim's airway of the foreign object by forcing air out through the windpipe.



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.



Anchor Course Concepts and Activities in Brief Shared Online Videos



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

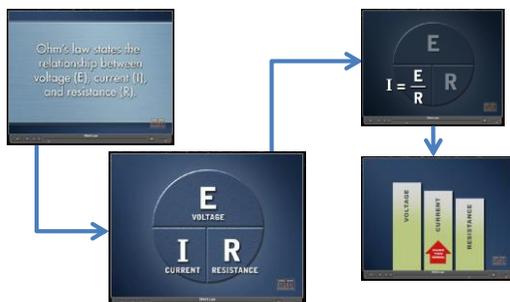


1. Course Resource Provider Handouts

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.



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



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.



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=1QZHvuZ3rbw&feature=youtu.be> (Yue)

Miguel Lara, R685 (Web 2.0 FREEDOM);

<http://www.youtube.com/watch?v=8cmCFWj9lW8>

Shuya Xu & Yue Ma (Blog my online lmg);

<http://www.youtube.com/watch?v=im7GQM9fzhc>



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.



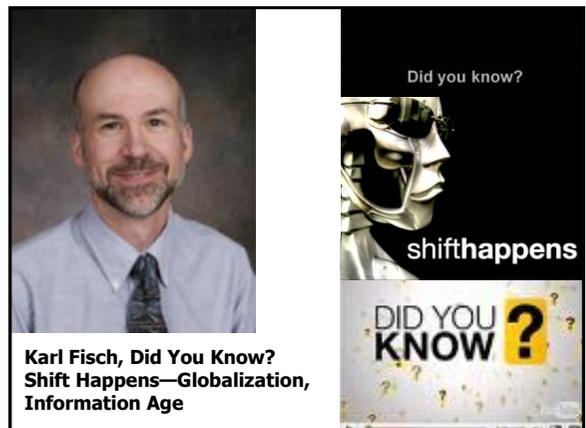
9. Video Anchor Debates

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.



Karl Fisch, Did You Know? Shift Happens—Globalization, Information Age

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!

<http://www.nasa.gov/pdf/146369main-nasa-google-plus-hangout-130222>



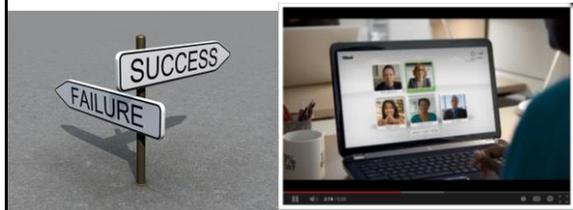
May 5, 2014
Technology Provides Foreign-Language Immersion at a Distance,

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...



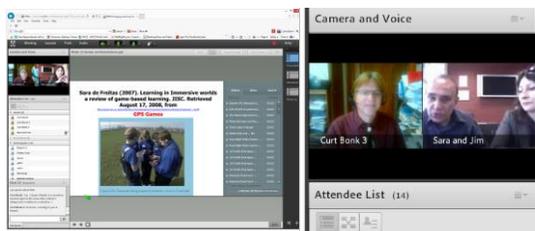
Lesson #1. Combining Asynchronous and Synchronous Events

(e.g., guest was David Merrill, 2007)



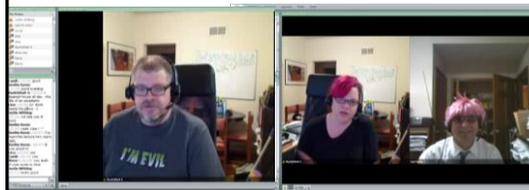
Lesson #2: Don't Give Up!

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) to respect and appreciate differences,
- (2) to understand the issues of equality in society,
- (3) to foster a sense of tolerance which will contribute to the development and empowerment of individuals as members of the diverse world of the 21st century.



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

<http://www.ecampusnews.com/top-news/new-platform-challenges-conventional-moocs/print/>



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.
5. More than 10.



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

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

