

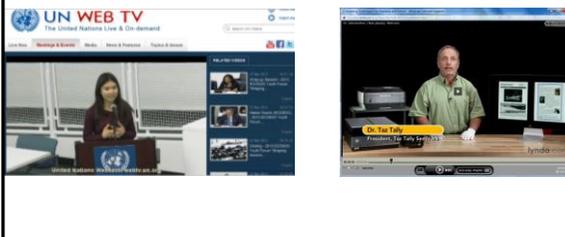
The Rise of Shared Online Video, the Fall of Traditional Learning

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Learning is More Video-Based Adora Svitak, WFP Youth Representative - 2013 ECOSOC Youth Forum, March 27, 2013

"Shaping tomorrow's innovators: Leveraging science, technology, innovation and culture for today's youth", Statement by the World Food Programme Youth Representative, Ms. Adora Svitak at the 2013 ECOSOC Youth Forum.



Learning is More Video-Based October 15, 2014

Videos: Performance Management

How Disney Develops Culture, Chief Learning Officer
Doug Lipp, former Disney University leader and author of "Disney U," discusses how Disney teaches employees to do their jobs and exude the company's culture.
<http://www.dlmedia.com/media/videos/play/195>

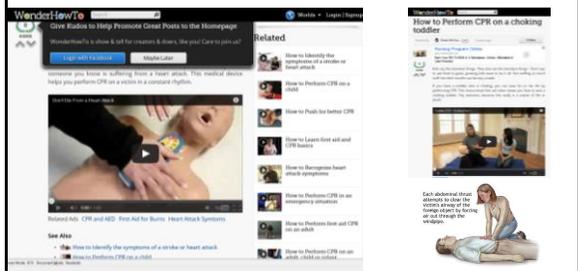


History for Music Lovers, Washington Post The French Revolution ("Bad Romance" by Lady Gaga) Trojan Way ("Tainted Love" by Soft Cell) Charlemagne ("Call Me" by Blondie)

<http://www.youtube.com/user/historyteachers?blend=6&ob=5&pl/12/kJULC0jsgdA>



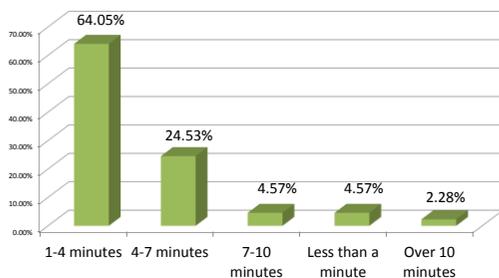
Anchored Instruction in Shared Online Videos (e.g., WonderHowTo)



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



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



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.
6. Multimedia theory: Richard Mayer.



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



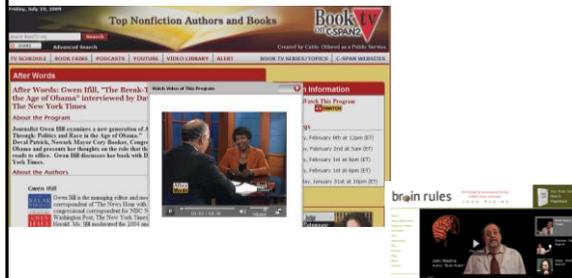
Bill Gates' classroom of the future



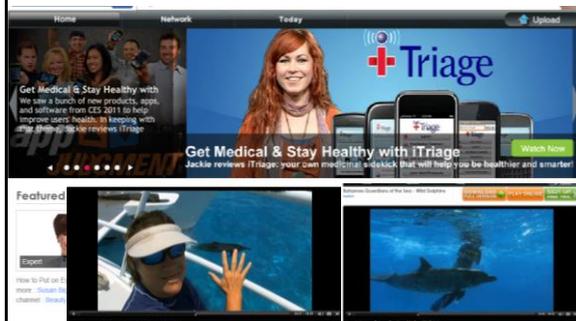
Educational Video Anchors TED-Ed: <http://education.ted.com/>



BookTV on C-Span2 (author interviews)



TV Lesson (expert videos)



WonderHowTo and Howcast



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

Origin of Humans: <http://www.youtube.com/user/tellymonitor#p/U/2sWVnVEdl8cU>
 Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>
 BBC programs omit living cells: <http://www.youtube.com/watch?v=riNpTh6C6yY>
 Secret Weapons: <http://www.youtube.com/watch?v=FEe-Scp3o7M&list=UUV7jicP-wUQ89pE14SGk&index=6&feature=plcp>
 Dinosaurs (Laboratory News, April 1, 2012): <http://www.labnews.co.uk/news/prehistoric-revolution/>



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>



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 the Vialogues interface. At the top, there's a navigation bar with 'vialogues', 'EXPLORE', 'CREATE', and 'Cart Bank'. Below that, a video player is embedded, showing a man speaking. To the right of the video, there's a list of comments from users like 'Edutopia Chairman and George Lucas Discuss Teaching Visual Literacy'. The comments include timestamps and text such as 'Children naturally know the value of visual literacy' and 'Should we teach visual literacy in US Schools?'.

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 collaborative annotations. The video shows a woman speaking. Overlaid on the video are several text boxes with annotations. One annotation says 'This is what the movie is about...'. Another says 'I agree with this...'. Below the video, there's a list of comments from users like 'Craig Howard' and 'The teacher...'. The comments include timestamps and text such as 'This teacher is a great example of...' and 'The teacher is a great example of...'.

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.

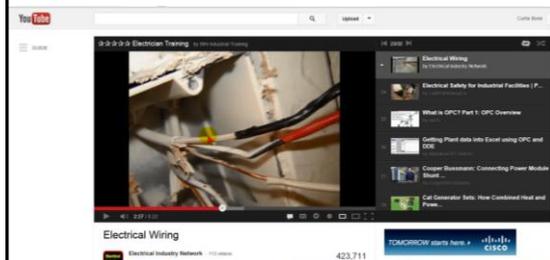


9. On-Demand Conceptual Anchoring and Review

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

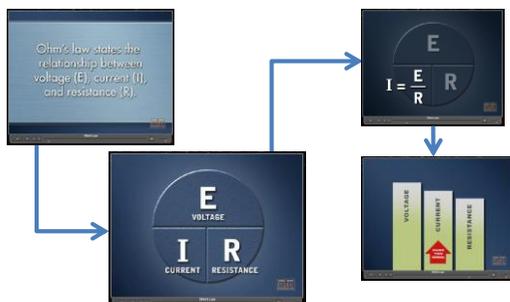


1. Course Resource Provider Handouts

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.



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.

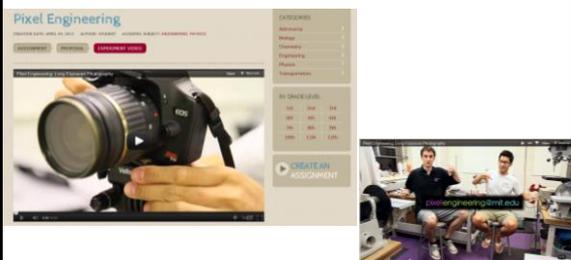


April 25, 2012

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=IQZHvuZ3hw8&feature=youtu.be> (Yue)

Miguel Lara, R685 (Web 2.0 FREEDOM):

<http://www.youtube.com/watch?v=8cmCFW19IW8>

Shuya Xu & Yue Ma (Blog my online Irng):

<http://www.youtube.com/watch?v=im7GQM9fztc>



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.



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



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

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

