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

Dr. Curtis J. Bonk
Professor, Indiana University
President, SurveyShare, Inc.
http://mypage.iu.edu/~cjbbonk/
cjbbonk@indiana.edu

The Age of Shared Online Video

Bonk (2008)
"Clearly, YouTube technology is something in which students in higher education settings in the United States are highly familiar. It is a tool of the culture. And it is one that instructors from K-12 to higher education to corporate training need to begin experimenting with in their classes."

Can you name this company?

Professor Celebrity YouTube Videos (Michael Wesch, millions of views)
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."

Elliott Masie, Learning Trends, March 2, 2010

- Video "YouTube" story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Webinar Video Elements
- High Definition Video Conferencing (up to 4 Megs)

Elliott Masie, Learning Trends, March 2, 2010

- Telepresence Video (Beyond 6 megs)
- Flipcam and iPhone Video Clips
- Webchat Video
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.
- Video Guests in Workshops and Conferences
- Video Coaching

Multimedia Enhancements and Trends

Animation of Videos (e.g., RSA Animate - Drive: The surprising truth about what motivates us)
http://www.youtube.com/watch?v=us6VAQpN13k
http://comment.rashellos.org.uk/videos/

Graphic Facilitation of Speeches (e.g., ImageThink)
http://www.imagethink.com/

February 27, 2011
Actually Going to Class, for a Specific Course? How 20th-Century, New learning technologies prompt a rethinking of traditional course structure. Chronicle of Higher Ed, Jeffrey N. Young

"There's not really much need for teachers anymore," since so much material's online, says Dakeke Sonoda, a senior at the U. of Maryland at College Park.


March 3, 2011: Curt Bonk, Class Guest, William and Mary

March 9, 2011: Zite takes your Twitter life and turns it into news you can use: Free new app personalizes news for iPads based on Twitter activity, Jon Swartz, USA Today
http://www.usatoday.com/printedition/money/20110309/zite09_st_art.htm#

March 10, 2011: iPad 2 is even better than the original, USA Today, Edward C. Baig

March 10, 2011: iPad 2 is even better than the original, USA Today, Edward C. Baig

March 31, 2011: Guest presentation from March Curcher, Global Learn, Melbourne

April 21, 2011: Apple iPad 2 stars in vacation videos, Jefferson Graham
April 25, 2011: Guest presentation from Ken Carroll from ChinesePod

April 27, 2011: Space tourism comes closer to fruition, USA Today, Charisse Jones

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.

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. YouTube videos can help in that regard.
A key part of this effort is finding ways
to link prior learning experiences to new
concepts and ideas.

Why Use Video?

5. Advance Organizers: Provide a context,
richer learning, can be replayed for key
concepts, bring students to the real
world, discussion, reflection, common
experience, and the potential for higher
order thinking skills.

Why Use Video?

6. Dual coding theory (learning
information verbally and visually is
more richly stored): Alan Paivio.

7. Anchored instruction and
macrocontexts: John Bransford and
colleagues.

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. Fox TV
7. MIT World
8. YouTube, YouTube Edu
9. Teacher Tube
10. Link TV, Explore, Global Pulse, Latins Pulse
11. Howcast, Big Think, WonderHowTo, Explore.TV, NASA TV,
ClipChat, TV Lesson, BookTV, Eduinapedia videos,
MonkeySee, doFlck, the Research Channel, Videosong
Shared Online Video (e.g., TED: technology, entertainment and design)

Adventure Learning, GeoThentic, GoNorth, Polar Husky (National Geographic; Aaron Doering, Univ of Minnesota)

YouTube EDU Page

Best Academic of YouTube

YouTube EDU Page

TeacherTube
WonderHowTo

Google Videos

Medical YouTube

YouTube Celebrity:
Dancing Matt Harding

iVideosong,
August 25, 2008, USA Today

Music recording artist John Oates of the band Hall & Oates breaks down his technique on the '70s hit She's Gone in his iVideosong entry. Music recording artist Graham Nash takes viewers through Teach Your Children, a song he wrote for Crosby, Stills, Nash & Young's Deja Vu album in 1970.

ClipChef
But is this a revolution?

Synchronous Webcam Conferencing
(e.g., team projects, class meetings, language learning, etc.)

global Videoconferencing

ePals and iEARN
(collaboration between K-12 schools)

Global Nomads Group

Global Project Collab Teams
(Columbia University engineering and computer science student collaboration with the Indian Institute of Technology Madras, the Helsinki University of Technology (HUT), the University of Twente in the Netherlands)

John E. Taylor, Director of the Project Network Dynamics Lab
Cross-Cultural Rhetoric (CCR) Project
(writing, blogging, videoconferencing to build intercultural competence, Stanford U and universities in Sweden, Singapore, Russia, Egypt and Australia)

Video Chat Collaboration (US and Brazilian scholars discusses research)

Any Research on Shared Online Video?

Survey Research on Motivational Elements of YouTube: Age and Education Matter

Research on YouTube and Use to Anchor Instruction
The purpose of this survey research was to understand to what extent adult users share, watch, create, comment on, and subscribe to YouTube videos.

Recruitment and Survey
Findings - Demographics

- 1008 valid responses
- Gender: 54% females and 46% males
- Location: 27 different countries, 57% USA
- Age: 61% over 35
- Education: 60% with masters or above
- Occupation: 31% faculty or students

Social Aspects of YouTube

<table>
<thead>
<tr>
<th>Action</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared a video with others</td>
<td>77%</td>
</tr>
<tr>
<td>Added a video to your favorite</td>
<td>46%</td>
</tr>
<tr>
<td>Commented on a video</td>
<td>30%</td>
</tr>
<tr>
<td>Posted a video response</td>
<td>22%</td>
</tr>
<tr>
<td>Created a video</td>
<td>18%</td>
</tr>
<tr>
<td>Subscribed to a channel</td>
<td>7%</td>
</tr>
<tr>
<td>Flagged a video as inappropriate</td>
<td>6%</td>
</tr>
</tbody>
</table>

How often do you watch YouTube videos

- 5.00% (6-9 per day)
- 33.00% (1-3 per week)
- 33.57% (4-6 per week)
- 20.45% (fewer than 1 per week)
- 5.66% (1 per day)
- 5.30% (Never)

When are you most likely to watch YouTube

- 6 am to 12 noon: 10.72%
- 12 noon to 6 pm: 20.45%
- 6 pm to 12 am (midnight): 59.19%
- 12 am to 6 am (midnight): 4.97%
- Never: 4.67%
Findings - Education

Reasons cited for watching YouTube videos

<table>
<thead>
<tr>
<th>Education</th>
<th>Over 35%</th>
<th>Less than 34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimentation</td>
<td>33%</td>
<td>24%</td>
</tr>
<tr>
<td>Research</td>
<td>44%</td>
<td>34%</td>
</tr>
<tr>
<td>Potential of video</td>
<td>33%</td>
<td>24%</td>
</tr>
<tr>
<td>Experimentation</td>
<td>33%</td>
<td>24%</td>
</tr>
<tr>
<td>Fun</td>
<td>33%</td>
<td>66%</td>
</tr>
<tr>
<td>Relaxation</td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td>Boredom</td>
<td>13%</td>
<td>34%</td>
</tr>
<tr>
<td>Viewing favorite video</td>
<td>17%</td>
<td>34%</td>
</tr>
<tr>
<td>Class requirement</td>
<td>20%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Findings - Age

Reasons cited for watching YouTube videos

<table>
<thead>
<tr>
<th>Age</th>
<th>Over 35%</th>
<th>Less than 34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for knowledge</td>
<td>96%</td>
<td>48%</td>
</tr>
<tr>
<td>Recommend by others</td>
<td>52%</td>
<td>42%</td>
</tr>
<tr>
<td>Research</td>
<td>48%</td>
<td>32%</td>
</tr>
<tr>
<td>Controversial topic</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>Experimentation</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>Fun</td>
<td>53%</td>
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Findings...

- Length: Videos of 1-4 minutes are ideal.
- Content: Those that are humorous, informative, current, interesting, and engaging are preferred by learners.
- Such viewing tends to take place at night; typically, between 6 pm and midnight.
- Motivation: varied by age and education

Findings - Education

Reasons cited for creating YouTube videos

<table>
<thead>
<tr>
<th>Education</th>
<th>Minors and above</th>
<th>College and less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimentation</td>
<td>35%</td>
<td>42%</td>
</tr>
<tr>
<td>Sharing knowledge</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Research</td>
<td>41%</td>
<td>37%</td>
</tr>
<tr>
<td>Potential of videos</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Making local contribution</td>
<td>30%</td>
<td>22%</td>
</tr>
<tr>
<td>Educating people of the planet</td>
<td>26%</td>
<td>18%</td>
</tr>
<tr>
<td>Building resumes</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Boredom</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Findings - Age

Reasons cited for creating YouTube videos

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</tr>
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<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>Educating a small class</td>
<td>36%</td>
<td>26%</td>
</tr>
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<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>Class requirement</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>Impressing others</td>
<td>9%</td>
<td>20%</td>
</tr>
<tr>
<td>Boredom</td>
<td>6%</td>
<td>14%</td>
</tr>
</tbody>
</table>
More Findings...

- The majority of students have watched and shared them.
- Reasons to create varied by age and education
- Most people do not create or comment on YouTube videos
- Not a social-networking site

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.

Questions about that research?
Ten Anchors and Enders: Instructor Centered

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

Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV)
- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.

Learning and Memory Videos

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 ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.

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.
Turn and Share 1-2 ideas you can use...

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.

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.
Bonk (2008)

This is just a small sample of possibilities that each of us now has to learn with shared online video. Seems nearly everyone can find educational uses for shared online video. The potential is immense. Access is increasing. Better evaluation methods and indexing schemes are needed. The time has ripe to put these millions of free videos to work. It may be up to you!

Who can use shared online video?

1. Instructor: 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.
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. Considering offering online video creation as an option—can foster student creativity.

Advice and Guidelines

5. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
6. Watch and approve all videos before selecting.

Advice and Guidelines

7. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
8. Have back-up videos in case do not work or are taken down.

Advice and Guidelines

9. Have a guidesheet, job aid, or scaffold to help students evaluate the validity of sources (issues of credibility/authority, quality, design, etc.)

Advice and Guidelines

10. Many unconventional videos might be used to emphasize key points from class (e.g. old television programs or other non-educationally produced).

Explore Some of these Shared Online Video Sites
Video Resources and Portals
http://mypage.ius.edu/~cjhoek/youtube_videos.htm
- BBC News: Video and Audio: http://www.bbc.co.uk/1/hi/video_and_audio/default.stm
- BBC Video Nation: http://www.bbc.co.uk/video nation/
- BigThink: http://bigthink.com/
- CNN.com Video (see also Interactive News and News Documentaries): http://www.cnn.com/video/
- CurrentTV (see also Interactive News and News Documentaries): http://www.current.tv/
- Global Nomads Group: http://www.gng.org/
- Google Video: http://video.google.com/
- MIT World: http://mitworld.mit.edu/index.ashx
- MSNBC Video (see link to videos): http://www.msnbc.msn.com/
- Nomadland: http://www.nomadland.com/
- SceVe: http://www.sceve.tv/
- TeacherTube: http://www.teachertube.com/
- Yahoo Video: http://video.search.yahoo.com/
- YouTube: http://www.youtube.com/index

Poll: How many ideas did you get from the second part of this talk?

a. None—you are an idiot.
b. 1 (and it is a lonely #).
c. 2 (it can be as bad as one).
d. 3-5
e. 6-10
f. Higher than I can count!

Stop and Share: Top Three Things Learned!

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
The World is Open.