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/~cjbonk/
cjbonk@indiana.edu

Can you name this company?

2005
created by
Harley, Chen &
Kemen

2006
bought by
Google

2008

2009

Can you name this company?

2005
created by
Harley, Chen &
Kemen

2006
bought by
Google

2008
1/3 video sharing
in US

2009

Can you name this company?

2005
created by
Harley, Chen &
Kemen

2006
bought by
Google

2008
YouTube EGM
page

Video Watching Growth

2006 2007
Visited 33% → 48%
women 8% → 11%
age 30-49 7% → 14%
HS grads 5% → 13%

(Rainie, 2008)
YouTube Growth

Randy Pausch's last lecture

April 2008  
~2 millions

October 2008  
~7.5 millions

February 2010  
~11.2 millions

January 2008  
~79 million viewers watched more than 
3 billion user-posted videos on YouTube 
(Yen, 2008)

Video Sharing Websites

Video Sharing Stats  
(Rainie, 2008)

- December 2007  
  - 48% of internet users have visited video 
    sharing websites 
  - 15% visited yesterday
- December 2006  
  - 33% of internet users have visited video 
    sharing websites 
  - 8% visited yesterday

Video Sharing – Growth Factors  
(Rainie, 2008)

- Broadband and high-speed internet connections at 
  home
- More videos on YouTube
  - Professional videos
    - ~18% – 20% of YouTube's content (Yen, 2008)
  - Amateur videos
    - 22% shoot own videos
    - 14% post some of them online
- Widespread use of video on all types of sites

YouTube Facts  
(Downes, 2008)

- YouTube = most popular site on the Web
- Founded in 2005 – 3 former PayPal employees
  - Chad Hurley
  - Steve Chen
  - Jawed Karim
- 2006: 2.5 billion videos/month (Reuters 2006)
- End of 2006: purchased by Google for $1.65 billion 
  (Reuters, 2006)
- January 2008: ~79 million viewers watched more 
  than 3 billion user-posted videos on YouTube 
  (Yen, 2008)

Static Internet → Dynamic Internet  
(Downes 2008)

- 1994 formats
  - GIF
  - JPEG
- 2005 format
  - Macromedia Flash plug-in
  - Post videos in a convenient format
  - Upload in any format and convert into 
    Flash video
YouTube Content

April 2008 (Downes 2008)
- 63.4 million videos
- 3.75 million user channels

February 27, 2010
- Randy Pausch's last lecture = 11.2 million views
- Evolution of Dance = 137 million views

October 17, 2008 (NYT, October 20, 2008)
- Feature-length film release on YouTube (not NY & LA theaters)
- Princess of Nebraska
- By 10/19/08 = 140,000+ views

TeacherTube

- Functionality of YouTube
- Specific mandate to keep content "safe"
- ~20,000 videos (Downes, 2008)
- Selected videos = 500,000+ views
  - E.g., Pay Attention = 1,300,000+ views (February 27, 2010)
  - "Celebrities"
    - Mrs. Burk - "the rapping math teacher"
    - Mrs. Burk Perimeter Rap = 650,000+ views (February 27, 2010)

YouTube Expands its Horizons, and its Time Limits for Videos


USA Today, Oct 24, 2008

Hoffman and product manager Hunter Walk about the...
Who's not on Hulu?

- CBS and ABC
  - Big omissions
  - Have deals with Veoh, Pcast, and AOL
- Hulu's temporary solution
  - Added links to find those programs more easily
  - Created a channel on YouTube
    - Showcase short clips
    - No premium content
    - YouTube = "user-generated amateur video"
      (J.B. Perrette, NBC's vice president of digital distribution)

"New" YouTube
(Grham, 2008)

- Content
  - Most (if not all) unlicensed content → gone
  - Approved material
    - CBS, HBO, Showtime, Sony Television, Lionsgate
- New rules
  - No more 10-minute video limit (for professionals)
  - Full-length television episodes
    - Test - CBS-owned shows
    - Star Trek, MacGyver, and Beverly Hills, 90210

Films on YouTube

- YouTube's Screening Room channel
  - Launched June 2008
  - For independent filmmakers
    - The Princess of Nebraska → Wayne Wang
      (director)
      - First full-length Hollywood "studio" film on the channel
        - 150,000+ views
- Competition
  - Hulu
  - Veoh
  - blip.tv

Rulers of Online Video
(Nielsen Online)

- September 2008
  - #1 - YouTube - 5.3 billion videos
    - Including clips from Late Show with David Letterman, sitcoms, news, and sporting events
    - No NBC, ABC, and Fox
  - #2 - Yahoo! - 264,266 videos
  - #6 - Hulu - 142,261 videos
    - Including full episodes of Saturday Night Live, Family Guy, and The Simpsons

YouTube and Lawsuits

- Unauthorized clips
  - Viacom (owners of Paramount Pictures, MTV, Comedy Central)
    - $1 billion copyright infringement lawsuit
    - Has yet to go to trial
- YouTube unauthorized clip system
  - Started in 2007
  - Two choices
    - Have the material taken down
    - Let YouTube place ads on the clip, and split the revenue
      - 90% select the revenue option
**YouTube Revenue Streams**
- Google paid $1.7 billion for YouTube (2006)
- Advertisers
  - Reluctant to spend big $$ on YouTube
  - Prefer targeted ad approach
    - People come for specific shows
      - E.g., Hulu and ABC.com
- Pre-rolls
  - Ads that run before the video clip
  - Madison Avenue favors pre-rolls
  - YouTube favors click ads
    - Exception → "Star Trek", "MacGyver", and "Beverly Hills, 90210" TV episodes

---

**How get to be a star**
- Respond to and watch current stuff
- Find a Hot Topic
- Participate

---

**USA Today, Wed Oct 29, 2008**

---

**USA Today (October 29, 2008)**
http://www.usatoday.com/money/media/2008-10-29-hulu-online-video-sharing_n.htm

Hulu's sharing tools, TV shows help it win online video fans

---

**Top 10 video sites**
How YouTube stacks up to the competition by number of video streams, as of September:

- YouTube: 5.3 billion
- Yahoo: 264,266
- Fox Interactive: 242,444
- Men: 184,776
- Nickelodeon: 162,971
- Hulu: 142,261
- ESPN: 127,764
- CNN: 117,708
- MTV: 97,207
- Disney: 87,093

---

**The Birth of Hulu**
- NBC Universal & Fox parent News Corp. project
- Response to unauthorized clips on YouTube
- Silicon Valley start-up
  - San Bruno, CA
- Office above a pizza parlor
- Today
  - Los Angeles (a west side office park)
  - Two teams - LA and Beijing
Hulu’s Traffic Figures

- Launched in 2007
- Today – the 6th-most-viewed online video channel (Nielsen Online)
- More popular than established sites – E.g., Veoh, Joost, and Fancast
- Video streams – 107 million streams (August 2008) – 150 million streams (September 2008)

What’s Hot on Hulu

- Most viewed shows
  - #1 - Family Guy
  - #2 - Arrested Development
  - #3 - It’s Always Sunny in Philadelphia
  - #4 - The Office
  - #5 - Saturday Night Live

- When posted to Hulu?
  - A few hours after their network appearance
  - Exception – premier of 30 Rock posted early

Winning Over the Masses

- “It’s all about sharing and the community” (Jason Kilar, Hulu CEO)
- TV shows – full and uncut
  - E.g., Family Guy and Saturday Night Live
  - Shared on blogs and via email
    - Embedding tools
    - Email links

Stunning Growth...Why?

- Increased visibility
  - Cutting deals w/ big distributors
    - Yahoo
    - MySpace
    - MSN
  - Hulu’s library
    - 1,000 TV shows
    - 400 movies
    - Most from Fox, NBC, and Comedy Central (plus a few other cable channels)
That Sharing Spirit

Hulu
A "Premium" Video Site

More on the Success of Hulu
(according to Hulu CEO Jason Kilar)

- Simple to use
- Sharper audio and video than YouTube
- Focus on customer service
  - Search results → chronological order
- Hulu’s success
  - A surprise to NBC and Fox
  - Anticipated spending $$ for marketing
    - Not needed
    - Word of mouth only

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.”

Did you realize all the freely shared online video resources you can use today that did not exist 5 or 10 years ago?

1. BBC News Video and Audio
2. CNN.com Video
3. Current TV
4. Feca TV
5. Google Video
6. Link TV
7. MIT World
8. MSNBC.com
9. NASA TV
10. TeacherTube
11. YouTube
12. YouTube Edu

BBC News and Video

BBC News and Video
iVideosong,
August 25, 2008, USA Today

Music recording artist John Gates 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.

SciVee (Podcasts!) (videos of scientific papers and science)

SciVee, the Public Library of Science, and the San Diego Supercomputer Center created a YouTube for scientists to help demystify important research papers. See SciVee http://www.scivee.tv/

Adding Video to Your Publications (e.g., SciVee)

Animations, Video Clips, Audio, Pictures, Web Resources, etc. (e.g., DNA from the Beginning)

Online Research Channels (Research Channel, UChannel)
Video Course Intros (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

Augment Publication Dissemination (Innovate Webcasts, CIDER Notes: IRRODL)

Mediating the Tensions of Online Learning with Second Life

Global Nomads Group
http://www.gng.org/home.html

Videostreamed Conference Presentations

Triple Learning Technology Convergence of WE-ALL-LEARN

1. Pipes: The availability of tools and infrastructure
2. Pipes: The availability of tools and infrastructure
3. Pipes: The availability of tools and infrastructure

Flat Classroom Projects!!! (combine blogs, videoconferencing, chat, async discussion, etc.)
Broadcast Surgeries
Evaluating an In-Vivo Surgical Training Demonstration over Broadband Internet

Human Embryology Animations
(Valerie O’Loughlin, Indiana University)

Vodcast for Medical Training
(e.g., "SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training."

Mobile Health and Medical Education
(Courtesy of Paul Kim, Stanford University)

Video on iPhone

Video Scenario Learning
(Option 6, Bloomington, IN)
Flash, 3-D Visualization, & Laboratory Software

Explore Some of these Shared Online Video Sites

Video Resources and Portals
- BBC Video Nation: http://www.bbc.co.uk/video/nation/
- BigThink: http://www.bigtink.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/
- MSNBC Video (see link to videos): http://www.msnbc.msn.com/
- Nomadland: http://www.nomadland.com/
- Sciview: http://www.sciviews.tv/
- TeacherTube: http://www.teachertube.com/
- Yahoo! Video: http://video.search.yahoo.com/
- YouTube: http://www.youtube.com/index

Technology
Let’s Think Outside the Box!
(For 99 Seconds—how can video be used for learning and what might students today prefer to use?)

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

### Table 1: Comparison of Videos

<table>
<thead>
<tr>
<th>Brand</th>
<th>Title</th>
<th>URL</th>
<th>Views</th>
<th>Length (sec)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popscope</td>
<td>&quot;Dancing Ad&quot;</td>
<td><a href="http://vimeo.com/9313191">http://vimeo.com/9313191</a></td>
<td>441</td>
<td>403</td>
<td>3.9</td>
</tr>
<tr>
<td>Test</td>
<td>&quot;Will His Name Ever Be Forgotten&quot;</td>
<td><a href="http://vimeo.com/1247359">http://vimeo.com/1247359</a></td>
<td>132</td>
<td>246</td>
<td>3.4</td>
</tr>
</tbody>
</table>

### Findings - Demographics

- 1008 valid responses
- Gender: 54% females and 46% males
- Location: 27 different countries, 57% USA
- Age: 61% over 35
- Education: 66% with masters or above
- Occupation: 31% faculty or students

### Findings - Education

#### Reasons cited for watching YouTube videos

<table>
<thead>
<tr>
<th>Education</th>
<th>Masters and above</th>
<th>College and less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for knowledge</td>
<td>56%</td>
<td>40%</td>
</tr>
<tr>
<td>Recommended by others</td>
<td>53%</td>
<td>46%</td>
</tr>
<tr>
<td>Research</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Potential of video</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>Experimentation</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

- Fun: 57% vs 42%
- Boredom: 17% vs 27%
- Viewing favorite video: 16% vs 20%

### Findings - Age

#### Reasons cited for watching YouTube videos

<table>
<thead>
<tr>
<th>Age</th>
<th>Over 35</th>
<th>Less than 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for knowledge</td>
<td>56%</td>
<td>40%</td>
</tr>
<tr>
<td>Recommended by others</td>
<td>57%</td>
<td>45%</td>
</tr>
<tr>
<td>Research</td>
<td>60%</td>
<td>35%</td>
</tr>
<tr>
<td>Potential of video</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>Experimentation</td>
<td>30%</td>
<td>24%</td>
</tr>
</tbody>
</table>

- Fun: 57% vs 62%
- Relaxation: 30% vs 44%
- Boredom: 13% vs 34%
- Viewing favorite video: 17% vs 24%
- Class requirement: 10% vs 25%
Bonk (2008)

"YouTube videos were not available just a couple of years ago yet they are now pervasive in higher education. In a recent survey research project of over 1,000 participants, I have found that short videos of 1-4 minutes are ideal. Not surprisingly, those that are humorous, informative, current, interesting, and engaging are preferred by learners."

Bonk (2008)

"While most people do not create or comment on YouTube videos, the majority of students have watched and shared them. Such viewing tends to take place at night; typically, between 6 pm and midnight."
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></th>
<th>Less than 34</th>
<th>34 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimentation</td>
<td>50%</td>
<td>42%</td>
</tr>
<tr>
<td>Sharing knowledge</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Sharing information</td>
<td>41%</td>
<td>33%</td>
</tr>
<tr>
<td>Research</td>
<td>41%</td>
<td>29%</td>
</tr>
<tr>
<td>Educating a small class</td>
<td>36%</td>
<td>25%</td>
</tr>
<tr>
<td>Potential of videos</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>Making global contribution</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>Educating people of the planet</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>Building resources</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Random</td>
<td>2%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Findings - Age

**Reasons cited for creating YouTube videos**

<table>
<thead>
<tr>
<th>Age</th>
<th>Over 34</th>
<th>Less than 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimentation</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Sharing knowledge</td>
<td>47%</td>
<td>39%</td>
</tr>
<tr>
<td>Research</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>Educating a small class</td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td>Making global contribution</td>
<td>30%</td>
<td>22%</td>
</tr>
<tr>
<td>Educating people of the planet</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Pen</td>
<td>43%</td>
<td>59%</td>
</tr>
<tr>
<td>Classroom requirement</td>
<td>36%</td>
<td>23%</td>
</tr>
<tr>
<td>Impressing others</td>
<td>9%</td>
<td>20%</td>
</tr>
<tr>
<td>Revision</td>
<td>6%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Social Aspects of YouTube

<table>
<thead>
<tr>
<th>Activity</th>
<th>Less than 34</th>
<th>34 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared a video with others</td>
<td>77%</td>
<td>49%</td>
</tr>
<tr>
<td>Added a video to your favorite</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>Commented on a video</td>
<td>30%</td>
<td>22%</td>
</tr>
<tr>
<td>Posted a video response</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Created a video</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Subscribed to a channel</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>Raged a video as inappropriate</td>
<td>6%</td>
<td>6%</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.
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.

Sample YouTube and Other Videos for Learning and Cognition Class

- Memory Check: http://www.youtube.com/watch?v=CJ2M9S5ao37TV
- Brain Man: The Boy with the Incredible Mind: http://www.youtube.com/watch?v=11d8Gx2z8Ig or http://www.youtube.com/watch?v=KA8bCto1cTc&feature=related
- Mind Mapping with Tony Buzan: http://www.youtube.com/watch?v=Hl8xRry2vS0
- Improve Your Memory: http://www.youtube.com/watch?v=kID8W8RaVzA0
- How your memory works?: http://www.youtube.com/watch?v=2vYXXMRgBso
- Robin: http://www.youtube.com/watch?v=ovkOQ2uKFax0
- Adho Running: http://www.youtube.com/watch?v=Jw5SaQTXyb0
- Operant Conditioning: http://www.youtube.com/watch?v=1_cGqRuHAb&feature=related
- B. F. Skinner Module: http://www.youtube.com/watch?v=m3qPOy58BY&feature=related
- 3 Chair Behaviors: http://www.youtube.com/watch?v=Krh8ww3B84E&mode=related&search

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.

9. On-Demand Conceptual Anchoring
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.

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

---

Table 1. Ten Anchors and Enders: Instructor Centered

<table>
<thead>
<tr>
<th>Anchors and Enders</th>
<th>Instructor Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem of Inclusion</td>
<td>Online videos are used as an anchor or a reference point for class lectures.</td>
</tr>
<tr>
<td>2. Online Video Value</td>
<td>Online videos are used after discussion and activities as a form of &quot;video&quot; or &quot;video&quot; feedback.</td>
</tr>
<tr>
<td>3. Anchoring and Capping</td>
<td>One or more online videos are used to start discussion as well as anchor the end of the class to show a sense of closure in that dimension.</td>
</tr>
<tr>
<td>4. Online Video Provocation and Discussion</td>
<td>The instructor uses the video and follows it up with more discussion and activities. Students are asked to post their responses based on what they see. The instructor also asks about the length of the video, its purpose, and how easy it was to understand.</td>
</tr>
<tr>
<td>5. Anchor with Discussion</td>
<td>The instructor asks what videos and shows links to them and discusses them with the class.</td>
</tr>
<tr>
<td>6. Facilitate and Reflect</td>
<td>The instructor also asks what videos and posts for reflection and then continues playing the video which is followed by the more discussion.</td>
</tr>
<tr>
<td>7. Key Concept Reflections</td>
<td>Students discuss the YouTube videos and ask students to reflect on concepts. As a result, students imply the videos and share their reflections. The instructor also asks questions related to concepts that are shown.</td>
</tr>
<tr>
<td>8. Online Anchor Lectures and Textbooks (WLTS)</td>
<td>Students discuss the YouTube videos and ask students to reflect on concepts. As a result, students imply the videos and share their reflections on concepts that are shown. The instructor also asks questions related to concepts that are shown.</td>
</tr>
<tr>
<td>9. Online Anchor Lectures and Textbooks</td>
<td>Students discuss the YouTube videos and ask students to reflect on concepts. As a result, students imply the videos and share their reflections on concepts that are shown. The instructor also asks questions related to concepts that are shown.</td>
</tr>
<tr>
<td>10. Online Anchor Lectures and Textbooks</td>
<td>Students discuss the YouTube videos and ask students to reflect on concepts. As a result, students imply the videos and share their reflections on concepts that are shown. The instructor also asks questions related to concepts that are shown.</td>
</tr>
</tbody>
</table>
Table 2. Ten Anchors and Enders: Learner Centered

<table>
<thead>
<tr>
<th>Anchors and Enders</th>
<th>Description of the Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peer Revisions/ Revision Handouts</td>
<td>Making sure that students are engaged in class discussion with students building on the actual research questions for the week and creating a handout for the videos and other course materials selected.</td>
</tr>
<tr>
<td>2. Class Providence of Student Anchors</td>
<td>Have students use the class research questions to find ideas and share with the class while promoting them given to the class reading and discussion of ideas.</td>
</tr>
<tr>
<td>3. Collaborative Anchor shortcuts</td>
<td>A pair of students as well as the course teacher each find a few research questions for the week and share what they have found with each other and group which then is shared with the class.</td>
</tr>
<tr>
<td>4. Anchor shortcut demonstrations</td>
<td>Students create an anchor shortcut video on a computer and present it to the class. An anchor shortcut is a video or a short presentation that is related to course concepts. A short clip of video and concepts is encouraged.</td>
</tr>
<tr>
<td>5. Anchor shortcut</td>
<td>Students create their own “Anchor” videos and share concepts.</td>
</tr>
<tr>
<td>6. Anchor shortcut</td>
<td>Students are given a series of videos from previous years and students are asked to update them.</td>
</tr>
<tr>
<td>7. Video Anchor Revisions</td>
<td>Students are given a video on the topic to be investigated and asked to read it. They are then asked to create a video on this topic and present it to the class.</td>
</tr>
<tr>
<td>8. Anchor Anchor Observations</td>
<td>Students observe an anchor video and write a description of what they see.</td>
</tr>
<tr>
<td>9. Anchor Anchor Observations</td>
<td>Students are asked to reflect on each anchor and write down their observations.</td>
</tr>
<tr>
<td>10. Anchor Anchor Observation</td>
<td>Students are asked to reflect on each anchor and write down their observations.</td>
</tr>
</tbody>
</table>

Now for the big questions...!!!
99 Second Reflection!!! Jot down 3 things you learned.

Now for 2 Minutes: Share your ideas with someone next to you and agree on three things maximum per category.

Let's Think Outside the Box!
For 4 minutes share your ideas with another pair and agree on 3 things/category.

6 minute Brainstorm: Coming up with 3 New Ideas!
Bonk (2008)
"There are many uses for YouTube and other videos for learning—some will use them as anchors and others as enders. Whatever the use, we have just seen the start. In coming years, shared online video content may entail more than one-third of the content of courses in higher education. This is not insignificant."

Bonk (2008)
"As a result, understanding how to embed online videos in instruction is perhaps one of the more pressing needs of college faculty members as well as those in other educational settings. The uses we report here as a starter or ender for instruction is but one example. Once created, such videos can be reused and replayed many times as well as mixed and mashed-up with other content. Their uses are only limited by the creative imagination of instructors, students, and technical support personnel."

Bonk (2008)
"Anchoring instruction with online video content can happen at any moment—at the start of class, at the end, or whenever deemed necessary or advantageous. It can also happen when surfing the web before class, in the midst of a class presentation, or when accessing content with a mobile phone after class. Equally important, it is useful in face-to-face courses as well as blended and fully online ones."

Let's Brainstorm:
Who can use shared online video?
Create a Top Ten List...

Audiences and Uses of 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.

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.
Audiences and Uses of Shared Online Video

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.
Bonk (in press)

Just think of all the inspiring ways Link TV, NomadsLand, Current TV, Big Think, and YouTube can be used in education! Once again, the power to show the world unknown parts of the world rests at one’s fingertips.

Bonk (in press)

With these open windows to the world at large, such sites are ideal for global and international education. They might also be used for geography, political science, and environmental science courses, as well as a host of other disciplines and subject matter areas.

Bonk (in press)

Their impact is only limited by your awareness that they even exist, and after that, your creative applications of them. Of course, some applications of these sites are more obvious and immediate whereas others may take us a few years or even a decade or two to fully understand and take advantage of.

Ok, who did I forget?

Bonk (in press)

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!

Bonk (2008)

"What is perhaps most important is for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results. Anchored instruction is now a tool we all can use in nearly any lesson to make it come alive."
What will happen in the future?
Best Guesses...

OpenCourseWare Video Browser
(New Ways to Find Lectures)

Bonk (2008)
"Online videos link many Web 2.0 technologies and associated pedagogies in instruction. They provide the context for learning and perhaps an advance organizer prior to the start of a lecture. They can be anchors as well as enders for instruction. Increasingly instructors will be relying on shared online video content in their teaching arsenal."

Bonk (2008)
"While research on anchored instruction in the 1980s and 1990s clearly demonstrated the power of the method, it is only now that most instructors can actually take advantage of it. We are fortunate to live in such times. While the Web 2.0 presents many rich and exciting learning possibilities, as shown in this paper, psychological and instructional theory can provide clues on how they might be best harnessed for fostering student learning. And that—personalized and powerful student learning—should be the goal."
Stop and Share: Top Three Things Learned!