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

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Timeline of Technology for Teaching, NY Times, September 15, 2010

http://www.nytimes.com/interactive/2010/09/19/magazine/classroom-technology.html?ref=magazine

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Old companies teach new tricks

Microsoft, Dell, Apple face up to ripe old age of 30

Remember when ...

Some Notable Moments in Recorded Life

TIME

Vannevar Bush

Technology of the 1980s

Radio Shack TRS-80 Model III

Introduced:	July 1980
Price:	US $699 base model US $2495 w/ 32K, dual drives.
CPU:	Zilog Z-80, 2.03 MHz
RAM:	4K, 48K max.
Ports:	Cassette tape, expansion, serial
Display:	12-inch B/W monitor. 64 X 16 text
Storage:	0, 1, or 2 internal 178K floppy drives External cassette @ 500 / 1500 baud
OS:	BASIC in ROM, TRS-DOS on disk

COMMODORE 64

Things That Became Obsolete This Decade

December 11, 2009, Silicon Alley Insider

Gadgets that Changed Everything This Decade

December 9, 2009, Jay Yarow, Silicon Alley Insider

New technologies hit us everyday!

July 24, 2010
Reaching the Last Technology Holdouts at the Front of the Classroom,
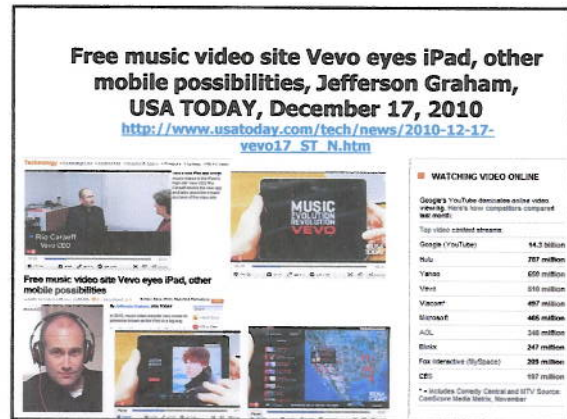**Jeffrey Young, Chronicle of Higher Education**
http://chronicle.com/article/Reaching-the-Last-Technology/123659/

"Video Primers in an Online Repository for e-Teaching and Learning" V-PORTAL, TravelinEdMan (27 free/open YouTube videos), September 2010
http://www.youtube.com/user/TravelinEdMan

LearningTalks - a series of short, free, video interviews on learning. The MASIE Center. Learning 2010, October 24-27, 2010
http://www.learning2010.com/Videos/jonathankopp.htm

Web 2.0 Summit 2010, Nov 17, 2010
"A Conversation with Mark Zuckerberg"
http://www.youtube.com/watch?v=Czw-dtTP6oU&feature=player_embedded

Web 2.0 Freedom (Miguel Lara) (Dec 4th)
http://www.youtube.com/watch?v=8cmCFWi9IW8

Mark Zuckerberg, Time Meg Person of the Year, Dec 15, 2010

Free music video site Vevo eyes iPad, other mobile possibilities, Jefferson Graham, USA TODAY, December 17, 2010
http://www.usatoday.com/tech/news/2010-12-17-vevo17_ST_N.htm

Free music video site Vevo eyes iPad, other mobile possibilities, Jefferson Graham, USA TODAY, December 17, 2010
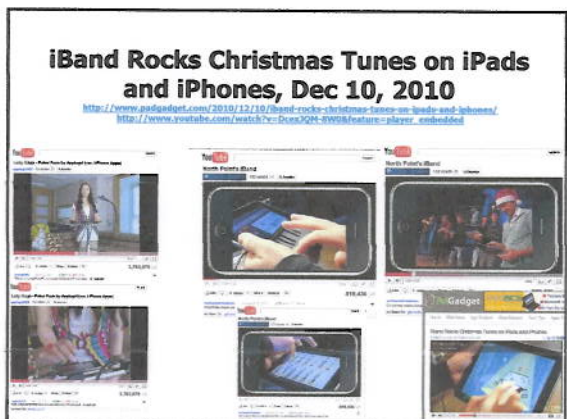http://www.usatoday.com/tech/news/2010-12-17-vevo17_ST_N.htm

- Launched last December, the site now gets about 51 million monthly viewers. Each month, there are more than 500 million views of videos on the site. And Vevo was the 19th-most-visited website overall in November, according to researcher ComScore Media Metrix.

Skype for iPhone adds two-way video calling
cnet Reviews, December 20, 2010
http://reviews.cnet.com/8301-19512_7-20026803-233.html

Skype adds video-calling to iPhone app
USA Today, Jon Swartz, December 20, 2010
http://www.usatoday.com/tech/products/2010-12-30-skype30_ST_N.htm

- Some 23% of Internet users in the USA had video-calling services in the summer of 2010, compared with 20% in April 2009, according to Pew Research Center's Internet & American Life Project.
- About 40% of Skype-to-Skype calls — most of them PC-to-PC — are now video vs. 34% a year ago.

iBand Rocks Christmas Tunes on iPads and iPhones, Dec 10, 2010
http://www.padgadget.com/2010/12/10/iband-rocks-christmas-tunes-on-ipads-and-iphones/
http://www.youtube.com/watch?v=DcexJQN-BW0&feature=player_embedded

The year we stopped talking
Sharon Jayson, USA Today, Dec 30, 2010
http://www.usatoday.com/printedition/news/20101230/1ayear30_cv.art.htm

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Week after holidays, e-book sales outdo print, USA Today, January 5, 2011, Bob Minzesheimer and Carol Memmott
http://www.usatoday.com/life/books/news/2011-01-05-1Aebooksales05_ST_N.htm

Whether a surge in e-book sales can be sustained and what effect it could have on traditional bookstores remains to be seen.

Skype plans to acquire Qik, expands video features, Jon Swartz, USA TODAY, January 6, 2011
http://www.usatoday.com/money/industries/technology/2011-01-06-skype-acquires-qik_N.htm

Skype recently begans offering a two-way video application for iPhone, iPad and iPod Touch.

Skype plans to acquire Qik, expands video features,
Jon Swartz, USA TODAY, January 6, 2011

- Skype is wildly popular...it accounts for nearly 25% of international calling traffic, vs. 13% in 2009 and 8% in 2008, according to researcher TeleGeography.
- An estimated 13.2 million people worldwide will make video calls this year, up fourfold from last year. Some 155.1 million will perform such calls in 2015....the market for mobile-based video calls will eclipse $1 billion by 2015.
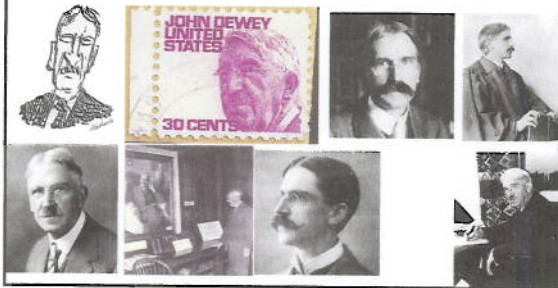

Poll #1: Who finds it hard to keep track of all the technology-related changes today???

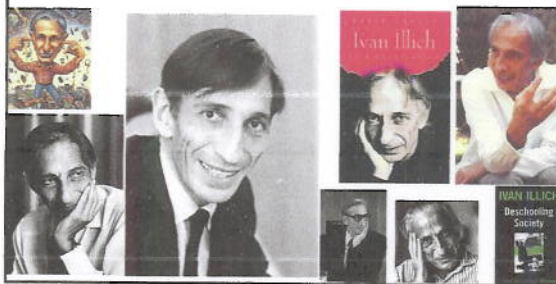### It's Nature (i.e, technology) and Nurture (i.e., pedagogy)!

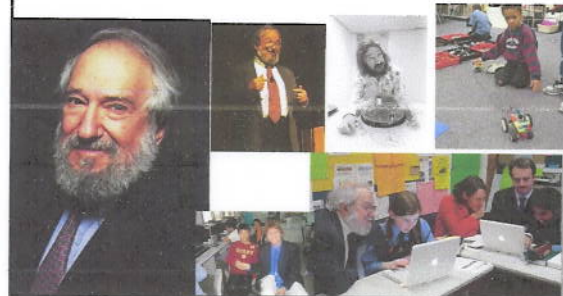**John Dewey** (Author of "How We Think" and "Democracy and Education")

Charles Wedemeyer, University of Wisconsin
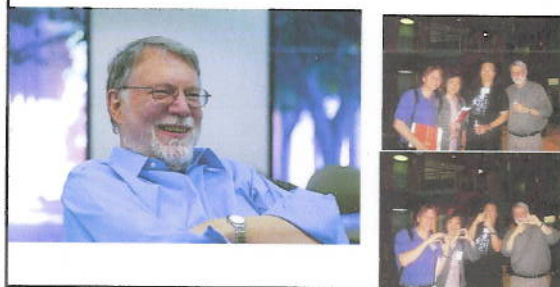
Ivan Illich (author of "Deschooling Society")

Seymour Papert, MIT Media Lab

Shephen Heppell (co-developer of Notschool.net and the ULTRALAB)

John Seely Brown (author of "Minds on Fire" and The Social Life of Information)

The Age of Shared Online Video

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 tp 4 Megs)
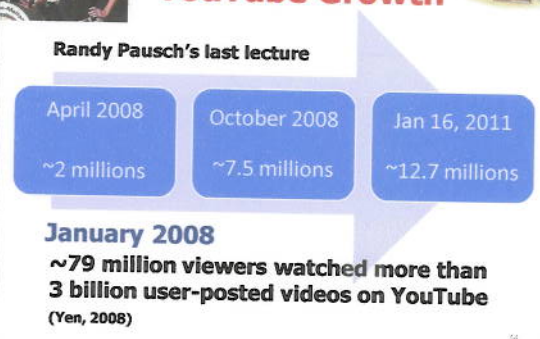
YouTube Growth

Randy Pausch's last lecture

April 2008	October 2008	Jan 16, 2011
~2 millions	~7.5 millions	~12.7 millions

January 2008

~79 million viewers watched more than 3 billion user-posted videos on YouTube
(Yen, 2008)
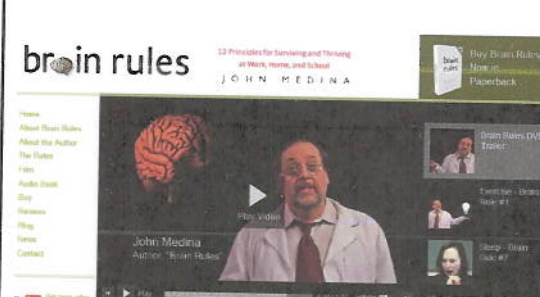
Professor Celebrity YouTube Videos (Michael Wesch, millions of views)

Videos on Book Websites (e.g., Brain Rules, John Medina)

Fora TV
(Howard Gardner and Michelle Rhee)
http://fora.tv/2009/07/05/Transforming_the_System_An_Interview_with_Michelle_Rhee

Michelle Rhee, StudentsFirst.org
http://www.studentsfirst.org/video/

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. 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?

5. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
6. Anchored instruction and macrocontexts: John Bransford and colleagues.
7. Multimedia theory: Richard Mayer.

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

MIT World

University Shared Online Video Sites

Academic Earth

Free online video courses from leading universities.

YouTube EDU Page

BookTV (author interviews)

Online Research Channels
(Research Channel, UChannel)
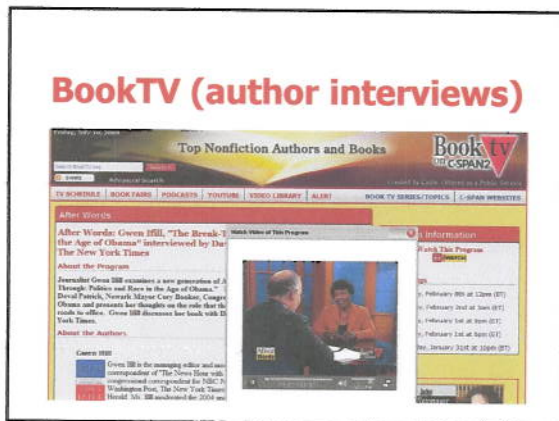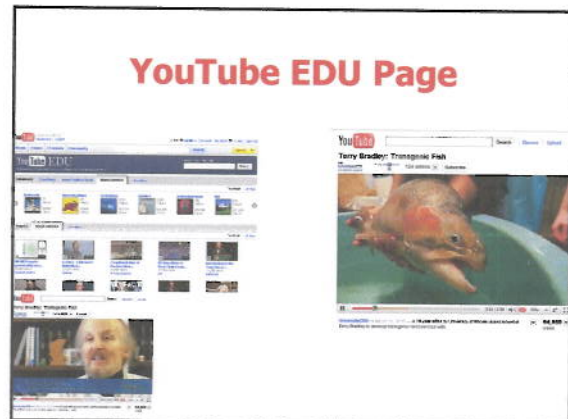
Shared Online Video
(e.g., YouTube and the Royal Channel)

TeacherTube and WatchKnow

TV Lesson (expert videos)

Topical Lectures from Famous People (e.g., Big Think)

Videos of the Periodic Table
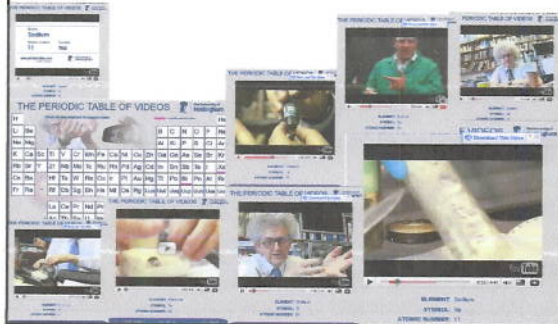
More and More Shared Online Video (e.g., Explore, Edutopia Videos, etc.)

Link TV: Global Link of World Educators (GLOWE)

ClipChef

Still More Shared Online Video
(e.g., Howcast, WonderHowTo, Clip Chef, Link TV, Fora TV, etc.)

How long is an ideal YouTube video?

Five Anchors and Enders: Instructor Centered
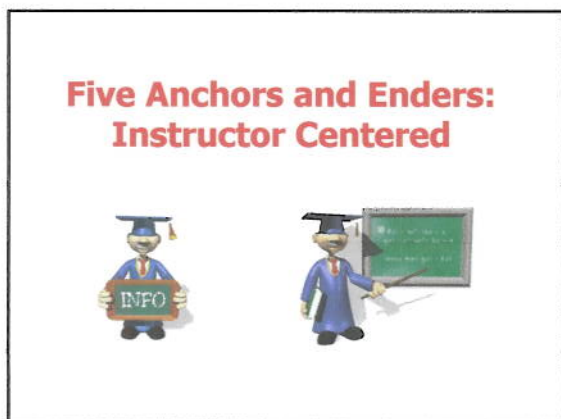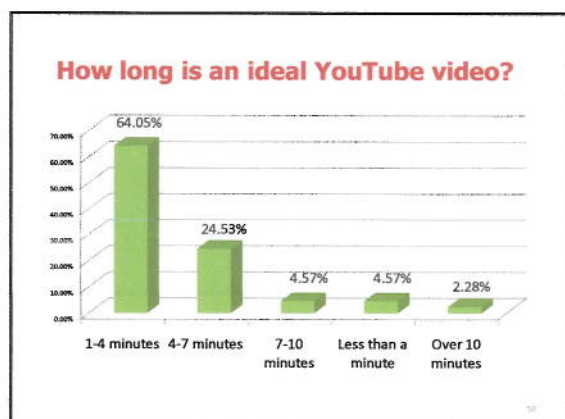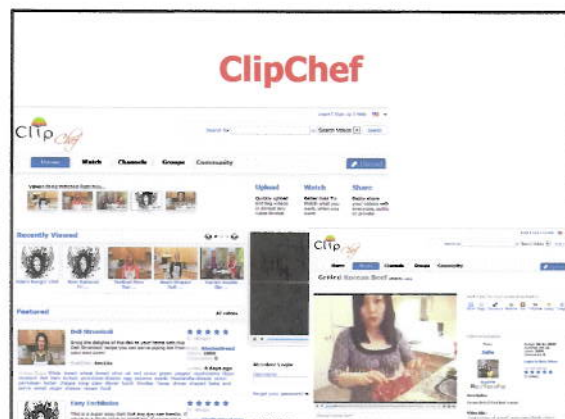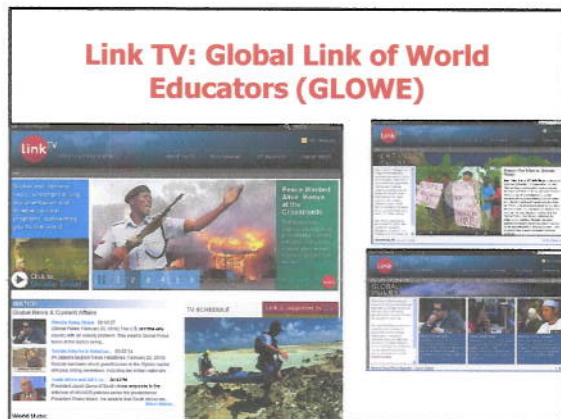
1. Online Video Anchoring

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

Learning and Memory Videos

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.

2. Online Video Ender

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

3. 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.

4. 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.

RSA Animate - Drive: The surprising truth about what motivates us
http://www.youtube.com/watch?v=u6XAPnuFjJc

5. 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.

Five 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. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.

3. Anchor Archives

An archive is created of videos from previous years and students are asked to update them.

4. 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.

5. 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
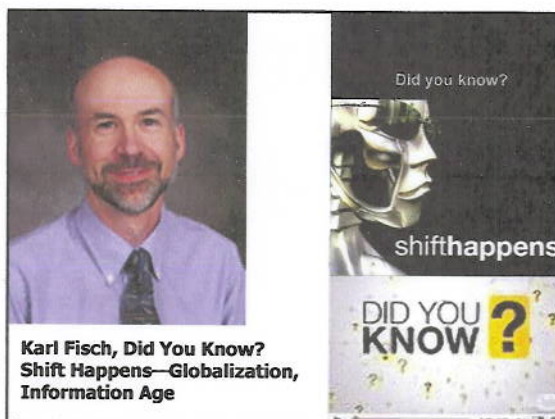
Who can use shared online video?

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.

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.

Audiences and Uses of Shared Online Video

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.

Audiences and Uses of Shared Online Video

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.

Audiences and Uses of Shared Online Video

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.

Audiences and Uses of Shared Online Video

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.

Audiences and Uses of Shared Online Video

10. Podcasters: embed links to shared online videos that relate to a particular podcast session or set of online audio files.

Audiences and Uses of Shared Online Video

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.

Audiences and Uses of Shared Online Video

12. Government Agencies and Politicians: post online videos that relate to proposed or newly adopted policies, activities, and events.

Audiences and Uses of Shared Online Video

13. Retirees: watch online videos to learn new skills and competencies or explore personal hobbies and interests.

Audiences and Uses of Shared Online Video

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. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
2. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.

Advice and Guidelines

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

Advice and Guidelines

5. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
6. Assign students to reflect on why or how you used them.

Advice and Guidelines

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

Guidance

Advice and Guidelines

8. Many unconventional videos might be used to emphasize key points from class (e.g. old television programs or other non-educationally produced).
9. Watch and approve all videos before selecting.

Poll #2: How many ideas did you get from 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!

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