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

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Video is Popular in Korea

February 24, 2012
Video is Popular in the Philippines

Lorma International School, the Philippines
(Hannah Kimberly Obar, First Grade teacher)
http://www.youtube.com/watch?v=1C435Ut-GzA
http://www.youtube.com/watch?v=JZp1rEjqAak
http://www.youtube.com/watch?feature=player_embedded&v=UHMuTfAc6Ec (1st grade kids)

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-vj6BhOa5w
Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
http://www.gsb.stanford.edu/news/headlines/sal-khan-academy.html

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October 15, 2012
Reusable Khan

Lacking Teachers and Textbooks, India's Schools
Turn to Khan Academy to Survive, NY Times,
Anupama Chandrasekaran
http://india.blogs.nytimes.com/2012/10/15/lacking-teachers-and-textbooks-indias-schools-turn-to-khan-academy-to-survive/

The New York Times | International Herald Tribune

Students at Sree Karpagavalli Vidhyalaya school in Chennai, Tamil Nadu, watching Khan Academy math videos.

June 27, 2012
Remote Animal Streaming

Remote Maine puffin colony up close on HD web cam
Clarke Canfield, The Statesman, June 27, 2012
http://www.statesman.com/business/technology/remote-maine-puffin-colony-up-close-on-hd-2405257.html

This still frame from streaming online video, provided by explore.org, the Annenberg Foundation and the National Audubon Society, shows puffins on the shore of Seal Island, Maine, Wednesday, June 27, 2012. The island is the habitat for the largest puffin colony in the U.S.

June 27, 2012
Google Glass
ABC News, Google I/O Conference: Project Glass Prototype For Sale
http://abcnews.go.com/Technology/google-project-glass-prototypes-offered-google-io-conference/story?id=16663176

TIME Business
News and views on the economy, markets and business

Economy | Jobs | Companies & Industries | Wall Street | Technology & Media | Ideas for Business

GOOGLE
How Google's Chief Innovator Sergey Brin Is Making Science Fiction Real
By SAM GUSTIN @samgustin July 3, 2012

March 9, 2012
Online Learning Polyglots
http://www.nytimes.com/2012/03/11/nyregion/a-teenage-master-of-languages-finds-online-fellowship.html?_r=1&pagewanted=all

Timothy posts videos of himself speaking several languages on YouTube.

October 27, 2012
Chuck Severance
(U Michigan/Coursera) in Barcelona
http://www.youtube.com/watch?v=JzNHvmSv8TI

January 30 and 31, 2013
Global voices in education technology:
Daphne Koller, Coursera BETT 2013 Keynote Talk
(posted March 14, 2013)
http://www.youtube.com/watch?v=BMiI6RdINQs&WT.tsrc=Email&WT.mc_id=NWS14

March 17, 2013
Globalizing MOOCs (George Siemens)
Chris Olds, Inside Higher Ed
http://www.insidehighered.com/blogs/globalhighered/globalizing-moocs

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March 2013
Eric Whitacre: Virtual Choir Live
http://www.ted.com/talks/eric_whitacre_virtual_choir_live.html
http://www.youtube.com/watch?v=6WhWDCw3Mng

April 18, 2013

Quincy Jones goes high-tech for the lowdown on music,
Marco della Cava, USA TODAY, **Playground Sessions**
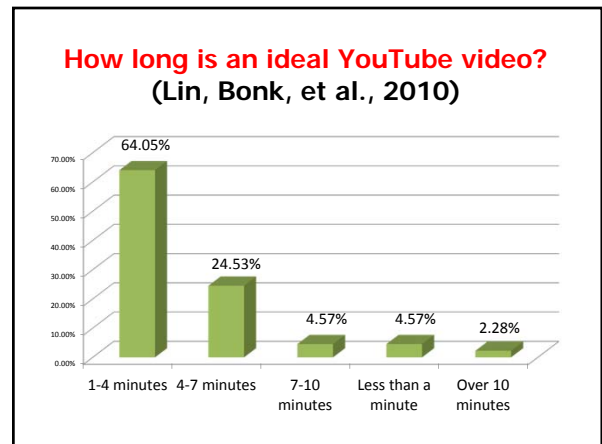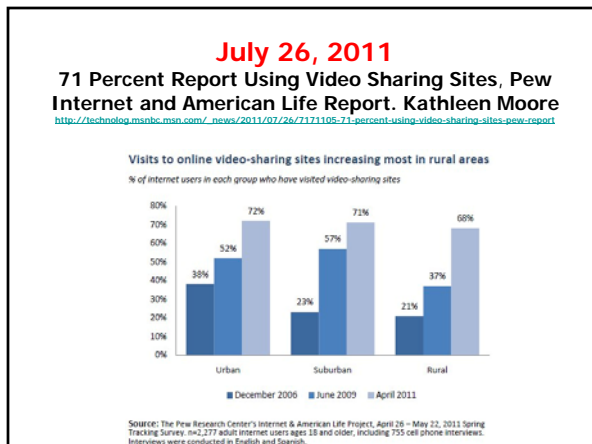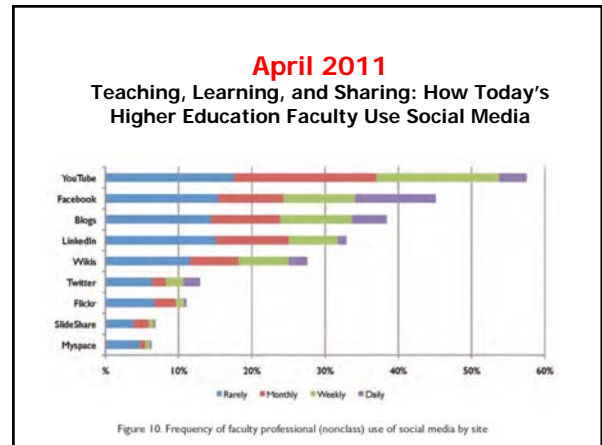http://www.playgroundsessions.com/about.html

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Celebrity Instructors in YouTube

Randy Pausch's last lecture
http://www.youtube.com/watch?v=ji5_MgicxSo

April 2008	October 2008	April 18, 2013
~2 million views	7.5 million views	15.8+ million views

Segment Video Anchors

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

April 2011

Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media

Figure 10. Frequency of faculty professional (nonclass) use of social media by site

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July 26, 2011

71 Percent Report Using Video Sharing Sites, Pew **Internet and American Life Report. Kathleen Moore**
http://technolog.msnbc.msn.com/_news/2011/07/26/7171105-71-percent-using-video-sharing-sites-pew-report

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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.

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

TED Talks

(Build a School in the Cloud; Self-Organized Learning Environments (SOLEs), February 2013, TED Talk from Sugata Mitra
http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud.html
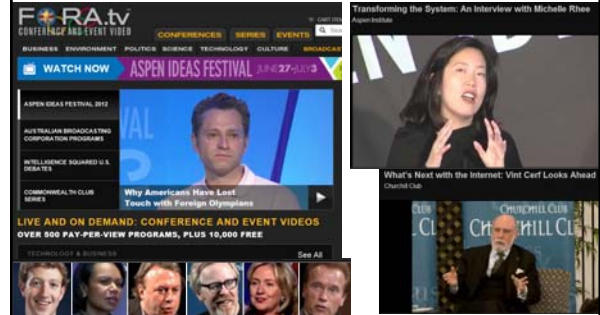
Educational Video Anchors
TED-Ed: http://education.ted.com/

Academic Earth
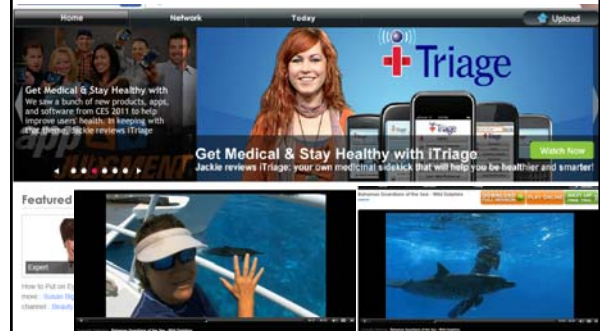
BookTV on C-Span2
(author interviews)

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

Big Think
(short topical video interviews and blogs
posts from famous people)

TV Lesson
(expert videos)

History for Music Lovers
The French Revolution ("Bad Romance" by Lady Gaga)
Trojan War ("Tainted Love" by Soft Cell)
Charlemagne ("Call Me" by Blondie)
The Vikings ("Personal Jesus" by Depeche Mode)
The Crusades ("Eyes Without a Face" by Billy Idol)
Constantine ("Come On, Eileen" by Dexy's Midnight Runners)
http://www.youtube.com/user/historyteachers

**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=BO9rqJD1GXo

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.


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.

Flipping the Class
Collaboration and Discussion in Google Hangouts, Jan. 28 and Feb 7, 2013
(Carrie Gong from Beijing Normal University)
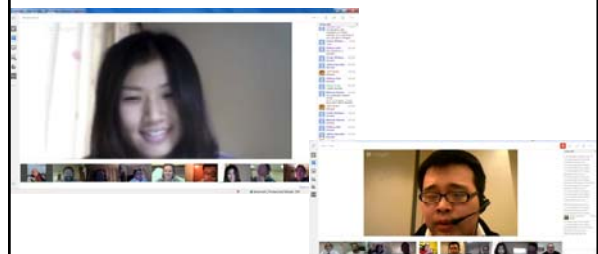
April 15, 2013
Guest Speakers
Sara de Freitas and Jim Hensman, U of Coventry, UK
(https://connect.iu.edu/p2ie1vx6z6x/)
Jay Cross, Berkeley (https://connect.iu.edu/p4bytsoronh/)

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/)

Collaborative Video Annotations and Discussions (Craig Howard, IU)
http://scholarworks.iu.edu/journals/index.php/ijdl/article/view/853/912

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.

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.

**Interactive Multimedia Glossaries
Umida Khikmatillaeva, Dec. 2011, P540
http://learningplanet.shutterfly.com/**

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.
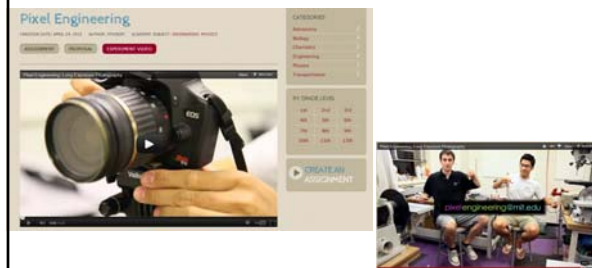

April 25, 2012
**MIT+K-12
Making Video to Make a Difference
http://k12videos.mit.edu/**

WonderHowTo and Howcast

5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.

CREATING ANCHORS

Student Films and Documentaries

http://www.youtube.com/watch?v=IQZHvuZ3rbw&feature=youtu.be (Yue)
Miguel Lara, R685 (Web 2.0 FREEDOM):
http://www.youtube.com/watch?v=8cmCFWi9IW8
Shuya Xu &Yue Ma (Blog my online lrng):
http://www.youtube.com/watch?v=im7GQM9fzhc

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.

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**

Did you know?

shifthappens

DID YOU KNOW?

But who can use shared online video?

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.
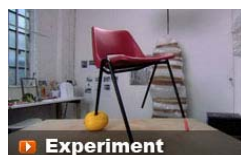

Advice and Guidelines

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.

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

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