

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

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Video is Popular in Korea

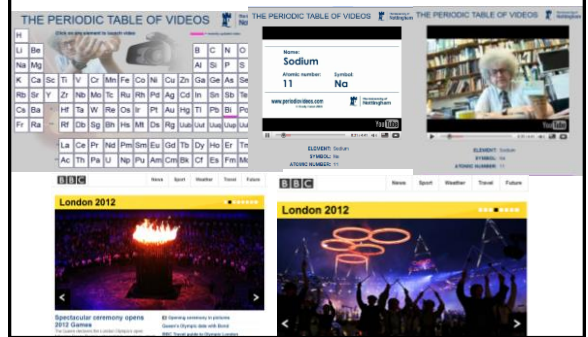


February 24, 2012 Video is Popular in the Philippines Lorma International School, the Philippines (Hannah Kimberly Obar, First Grade teacher)

<http://www.youtube.com/watch?v=3Zz3rEjgAak>
http://www.youtube.com/watch?feature=player_embedded&v=UHMu7FAc66c (1st grade kids)



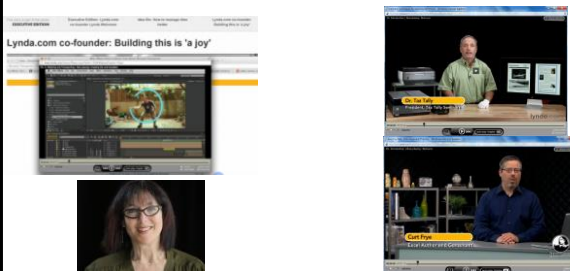
Video is Popular in the UK (Videos of the Periodic Table, Univ of Nottingham)



April 23, 2013 Video is Popular in the USA

Lynda.com co-founder: Building this is 'a joy'
USA Today, Jefferson Graham

<http://www.usatoday.com/story/money/Business/2013/04/15/Executive-silicon-lynda-webinars-interview/2078509/>



February 22, 2013 Video is popular around the world NASA's spacey Google+ Hangout shows off zero-G antics – and cats!



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=Kt5y9d8G45c>
 Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
<http://www.gsb.stanford.edu/news/headlines/sal-khan-academy.html>



March 9, 2012
Online Learning Polyglots

http://www.golms.com/2012/03/11/online-learning-polyglots-of-foreign-languages-online-education.html?utm_source=feedburn



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=BMI6RdlNQs&WT.tsrc=Email&WT.mc_id=NWS14



August 5, 2013

Free Online Higher Education: 5 Best MOOCs

By Kannan Sankaran, *Epoch Times*

<http://www.theepochtimes.com/n3/229649-5-best-moocs-for-free-online-higher-education/>

Recession Fuels Explosion of Online Learning

<http://www.youtube.com/watch?v=52rFIM40I5w>



Bill Gates' 'classroom of the future'



Celebrity Instructors in YouTube

Randy Pausch's last lecture

http://www.youtube.com/watch?v=jIS_MqicxSo

April 2008
~2 million views

October 2008
7.5 million views

April 18, 2013
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 Houray for Us")
<http://www.tubechop.com/watch/378752>



April 2011

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

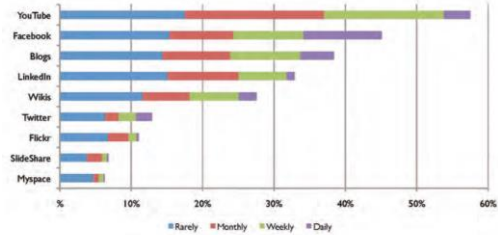


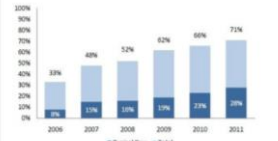
Figure 10. Frequency of faculty professional (nonclass) use of social media by site

July 26, 2011

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

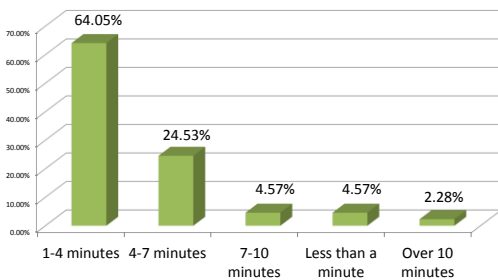
26 July 12:45pm EDT
71 percent using video-sharing sites: Pew report

Video-sharing site usage over time: 2006 - 2011
% of internet users who visit video sharing sites (total and on a typical day)



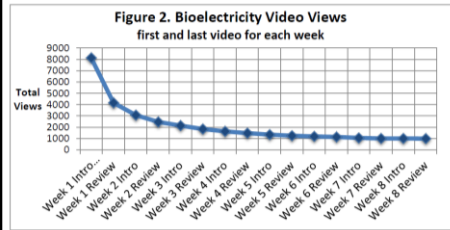
Source: The Pew Research Center's Internet & American Life Project, April 28 - May 22, 2011 Spring Tracking Survey. n=2,277 adult internet users ages 18 and older, including 753 cell phone interviewees. Interactive data constructed in English and Spanish.

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



February 5, 2013

Bioelectricity: A Quantitative Approach, Duke University's First MOOC
http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_fall2012.pdf



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?

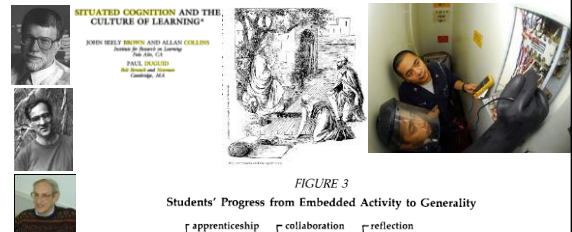
4. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
5. Anchored instruction and macrocontexts: John Bransford and colleagues.
6. Multimedia theory: Richard Mayer.



Instruction as a Cognitive Apprenticeship



Brown, J. S., Collins, A., & Duguid, P. (1988). *Cognitive apprenticeship, situated cognition, and social interaction*. Bolt, Beranek, and Newman, Inc., Technical Report No. 6886.



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



Educational Video Anchors

TED-Ed:

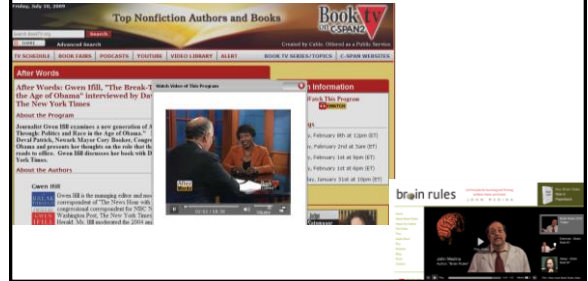
<http://education.ted.com/>

The screenshot shows the TED-Ed website interface. At the top, there are navigation links for 'Lessons', 'Series', 'Community', and 'Cubs'. A search bar is visible. The main content area features a lesson titled 'Electric vocabulary - James Shells' with a video player showing a hand holding a glowing yellow sphere labeled 'Electron'. Below the video, there are sections for 'About This Video' and 'Meet The Creators'. On the right side, there are buttons for 'Watch', 'Think', and 'Dig Deeper', along with a 'Play This Lesson' button.

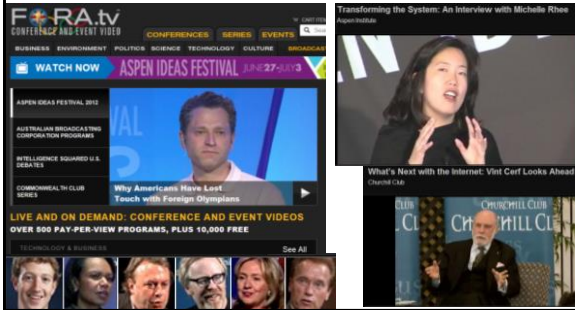
Academic Earth



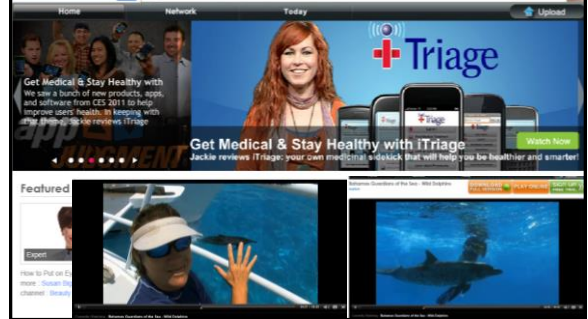
BookTV on C-Span2 (author interviews)



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



TV Lesson (expert videos)



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

Origin of Humans: <http://www.youtube.com/user/tellymonitor#p/u/2/sWWvE8i8cU>
 Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>
 BBC programs omit living cells: <http://www.youtube.com/watch?v=rNpTheC6yY>
 Secret Weapons: <http://www.youtube.com/watch?v=FEe-Sc7p3bT8&list=ULU7Hjic-BwUq89pE14SGk8&index=6&feature=plcp>

Dinosaurs (Laboratory News, April 1, 2012): <http://www.labnews.co.uk/news/prehistoric-revolution/>



Poll #1: But is this a revolution?

- A. Yes
- B. Maybe
- C. No



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.



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.



April 15, 2013

Guest Speakers

Sara de Freitas and Jim Hensman, U of Coventry, UK

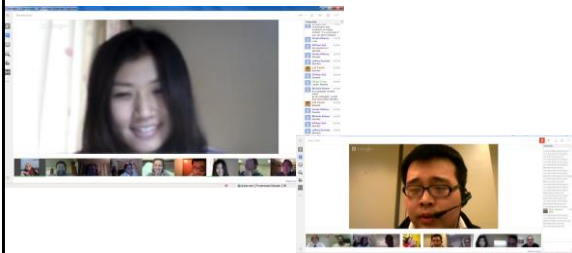
(<https://connect.iu.edu/p2ie1yx6z6x/>)

Jay Cross, Berkeley (<https://connect.iu.edu/p4bhtsoronh/>)



Flipping the Class

Collaboration and Discussion in Google Hangouts, Jan. 28 and Feb 7, 2013
(Carrie Gong from Beijing Normal University)



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/ijid/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.



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.



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.



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

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.

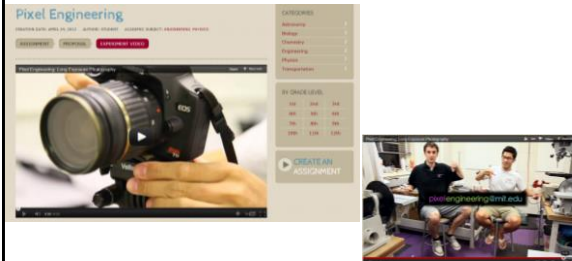


April 25, 2012

MIT+K-12

Making Video to Make a Difference

<http://k12videos.mit.edu/>

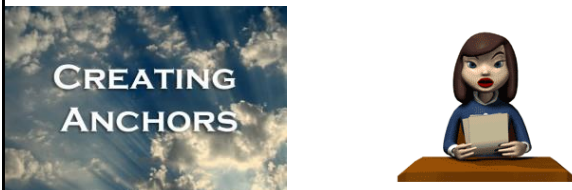


WonderHowTo and Howcast



5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



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=8cmCFWj9lW8>

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

<http://www.youtube.com/watch?v=im7GQM9fzhc>



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.



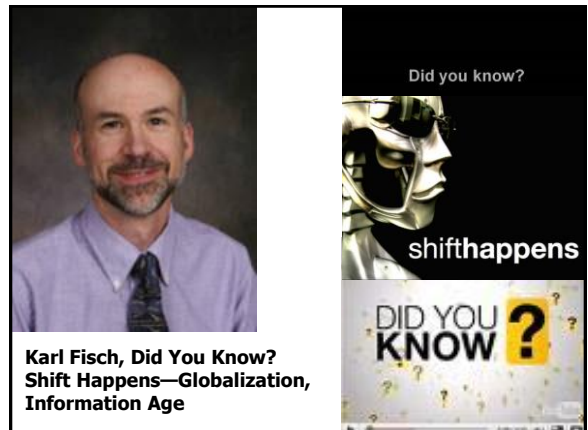
9. Video Anchor Debates

Students are asked to find YouTube videos 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

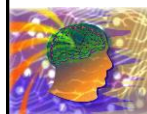
Poll #3:
Pick one of these shared online video activities you might use?

- 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

- Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
- Watch and approve all videos before selecting. And test for link rot.



Advice and Guidelines

- Have back-up videos in case do not work or are taken down.
- Considering offering online video creation as an option—can foster student creativity.



September 14, 2012

The Next 30 Years...of Video USA Today

<http://www.usatoday.com/video/news/11839139560001>



1. Video Walls of Experts



2. Mobile Video Connections to Experts and Friends



3. Expert Access from Our Watches



4. Interactive Globes



5. Experts Apprenticeship via Our Glasses



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



Poll #5:

How many ideas did you this session?

1. 0 if I am lucky.
2. 1 or 2.
3. 3-5.
4. 6-10.
5. More than 10.



Slides at: TrainingShare.com

Papers: PublicationShare.com

Book: <http://worldisopen.com/>

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

