

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

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Poll #1: Can you hear me ok?

- A. Yes
- B. No



Poll #2: Can you see me ok?

- A. Yes
- B. No



See Me

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



Video is Popular in Korea



Video is Popular in Japan March 11, 2011 CNN (2011). Map: Impact of Japan tsunami and earthquake. CNN. <http://www.cnn.com/SPECIALS/2011/japan.quake/map/> <http://www.youtube.com/watch?v=TRDpTEjumdo>



Video is Popular in the Philippines
February 24, 2012
 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=JZp1rEjgAak>
http://www.youtube.com/watch?feature=player_embedded&v=UHMU1Ac6Eg (1st grade kids)

Video is Popular in United States
 Videos: Unleashing Technology to Personalize Learning,
 Education Week, October 5, 2010
<http://www.edweek.org/ew/section/video-galleries/october05-event-edtech.html>

Video is Popular Around the World!
July 22, 2011, GETideas Channel, Cisco
 (Education Thought Leader Series uploaded to YouTube)
<http://www.youtube.com/user/GETideas#q/u>

YouTube Growth

Randy Pausch's last lecture

April 2008 ~ 2 million views	October 2008 7.5 million views	July 27, 2012 15.1+ million views
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February 9, 2012
A first-hand look inside a flipped classroom,
 eSchool News, Meris Stansbury
<http://www.eschoolnews.com/2012/02/09/a-first-hand-look-inside-a-flipped-classroom/>

Watch Lake Elmo Elementary's experience:

February 12, 2012: Mooresville's Shining Example
 (It's Not Just About the Laptops), ALAN SCHWARZ, NY Times
http://www.nytimes.com/2012/02/13/education/mooresville-school-district-a-laptop-success-story.html?_r=1&page=1&_ga=2.149494042.1329114400.1329114400.1329114400.1329114400

February 21, 2012
Rethinking Learning with Salman Khan, Stanford Graduate School of Business
<http://www.youtube.com/watch?v=W-vj6BhQa5w>
 Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
<http://www.gsb.stanford.edu/news/headlines/sal-khan-academy.html>
Let's use video to reinvent education, TED, March 2011
http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html

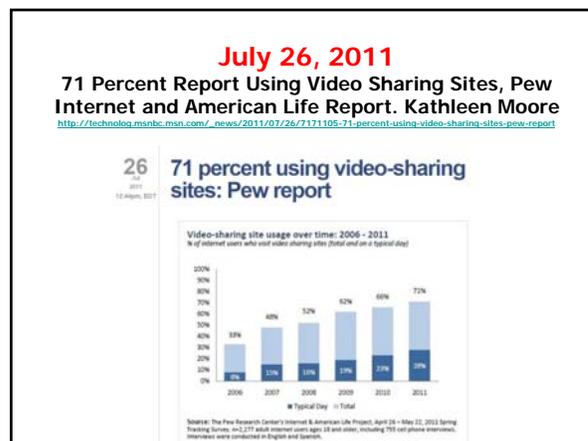
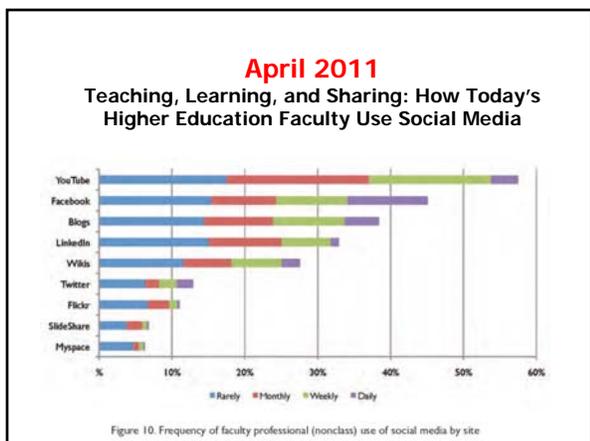
April 25, 2012
MIT+K-12
Making Video to Make a Difference
<http://k12videos.mit.edu/>

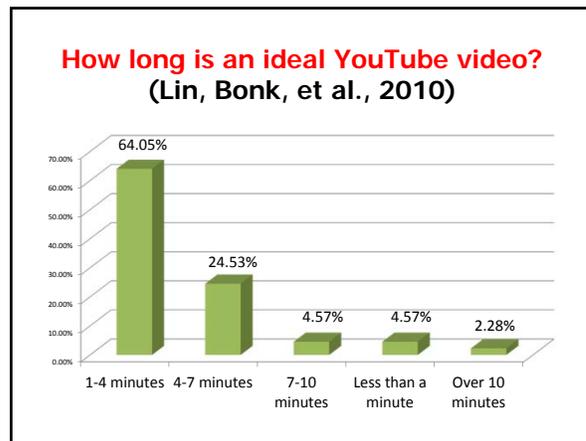
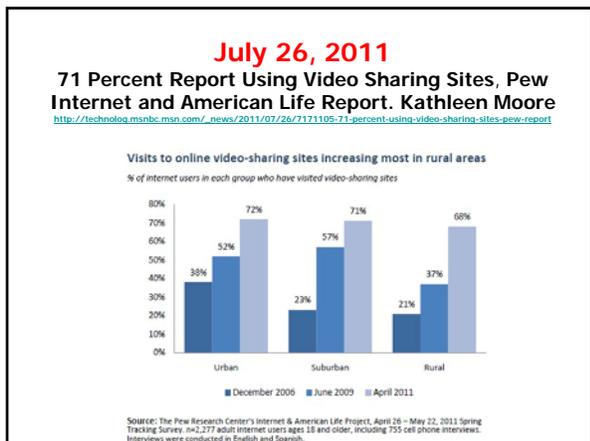
June 27, 2012
Remote Animal Streaming
 Remote Maine puffin colony up close on HD web cam
 Clarke Canfield, The Statesman, June 27, 2012
<http://www.statesman.com/business/technology/crimetecmaine.puffin.colony.upclose-on-hd-2405257.html>

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-prototype-offered-google-io-conference/story?id=1444117>

TIME Business
 News and views on the economy, markets and business
 Economy Jobs Competition & Industries Wall Street Technology & Media Ideas for Business
GOOGLE
 How Google's Chief Innovator Sergey Brin Is Making Science Fiction Real
 By SAM GOSLIN @samgospin July 1, 2012





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.

Poll #3.

Which concept intrigues you the most?

- A. Anchored instruction
- B. Advance organizers
- C. Dual coding theory
- D. Macrocontexts
- E. Multimedia theory

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

CNN Video and MSNBC

<http://www.cnn.com/video/>
 March 13, 2012: Britanica to stop printing books
<http://money.cnn.com/2012/03/13/technology/encyclopedia-britannica-books/index.htm>

The screenshot shows the CNN website interface. The main headline is "Queen declares Games open London ceremony kicks off Olympics". Below the headline is a large image of the London Olympic stadium at night with fireworks. To the right, there is a smaller image of a man in a white shirt, likely a reporter or athlete, with a target in the background.

NBC Nightly News

Online Portals, April 3, 2012

(e.g., Google Art Project)
<http://www.msnbc.msn.com/id/3032619/vp/46945508#46945508>

The screenshot shows the NBC Nightly News website. The main video player features a news anchor, Brian Williams, and a segment titled "STATE of the Art" which appears to be related to the Google Art Project. The website layout includes the NBC logo and navigation links.

Current TV

The screenshot shows the Current TV website. The main headline is "As America struggles, gun industry thrives". The article text mentions Paul Brandus of the West Wing Report. Below the article, there are navigation links for "DIRECTV", "COMCAST", "TIME WARNER CABLE", "DISH NETWORK", "VERIZON FIOS", and "AT&T UNIVERSE".

TED:

Technology, Entertainment and Design

The screenshot shows a YouTube video player for a TED talk. The video title is "Sugata Mitra's new experiments in self-teaching". The video features Sugata Mitra, an Indian education scientist. The video has 14,890 views and was uploaded on December 07, 2011.

Educational Video Anchors

TED-Ed: <http://education.ted.com/>

The screenshot shows the TED-Ed website. The main headline is "TED-Ed LESSONS WORTH SHARING". Below the headline, there are several educational video thumbnails, including one titled "Symbiosis: A Surprising Tale of Species Cooperation" and another titled "mid·den".

TV Lesson

(expert videos)

The screenshot shows the Triage website. The main headline is "Get Medical & Stay Healthy with iTriage". Below the headline, there are several expert video thumbnails, including one titled "How to Find an Expert" and another titled "Jackie reviews iTriage: your own medicinal assistant that will help you be healthier and smarter!".

LearnZillion



LEARNZILLION LOG IN SIGN UP Teachers Parents

ABOUT HOW IT WORKS EXPLORE LESSONS

Great video lessons from great teachers

LearnZillion is a learning platform that combines video lessons, assessments, and progress reporting. Each lesson highlights a Common Core standard, starting with math in grades 3-9.

EXPLORE LESSONS

MIT World and MIT OCW Highlights for High School



MITOPENCOURSEWARE

MIT OpenCourseWare Highlights for High School

See Stars' Delight: The Conservation of Angular Momentum

MIT WORLD

How to Make Teaching Come Alive

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>



YouTube History for Music Lovers

Revolution in France

Manisa Musa ("Y's Tumble 4 Ya" by Culture Club)

Grovo (short technology videos)

<http://www.grovo.com/social-media>



Grovo

How to Use Social Media Effectively

Video Tutorials for Social Media

Social media connects people through an interactive, one-to-many dialogue that takes place on the web. Participating in this dialogue provides an opportunity for people to achieve their personal and professional goals. Learn social media with Grovo's video tutorials, conceptual lessons, expert interviews, quiz questions and downloadable PDF's.

Get Free Access to Social Media Education

Continue

George Easton "Social" with Grovo and I got my morning coffee. Nothing like learning to learn plus.

April Sumner Grovo is awesome! Got your month, your friends, your team and yourself to follow.

Chris Yeak "Social.com is such a good idea. Learning never ends in this brave new world!"

Academic Earth



ACADEMIC EARTH Login Register Advanced Search

Subjects Universities Instructors Playlists

Free online video courses from leading universities.

Introduction to THE TITANIC

JavaScript HARVARD / COMPUTER SCIENCE

Evolution: Natural Selection

Universities

Subjects

Featured Courses

Featured Lectures

Top Rated Courses

Top Rated Lectures

BookTV on C-Span2 (author interviews)



Top Nonfiction Authors and Books

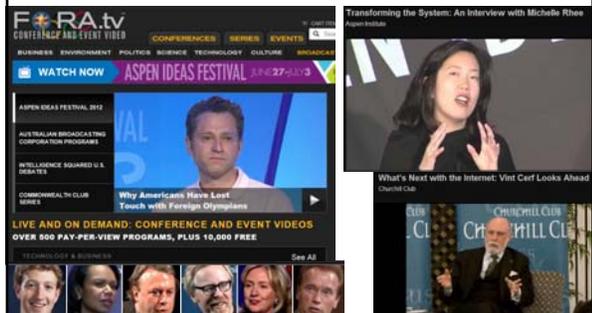
BookTV on C-SPAN2

After Words: Corey Ross, "The Break" (interviewed by Dan The New York Times)

BookTV on C-SPAN2

Brain Rules

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



Michelle Rhee, Students First

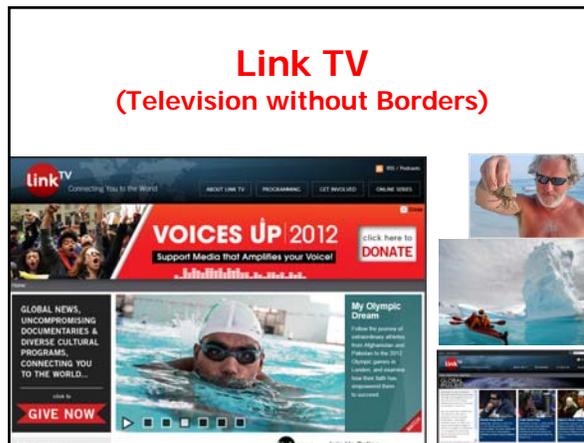
http://www.studentsfirst.org/pages/michelle-video?utm_medium=email&utm_source=studentsfirst&utm_campaign=20110806email&source=20110806email



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

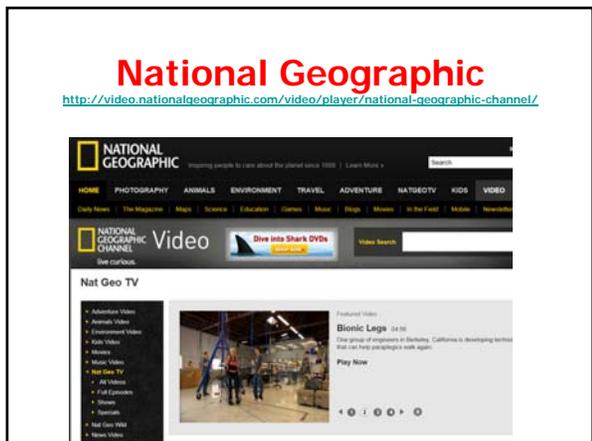


Link TV (Television without Borders)



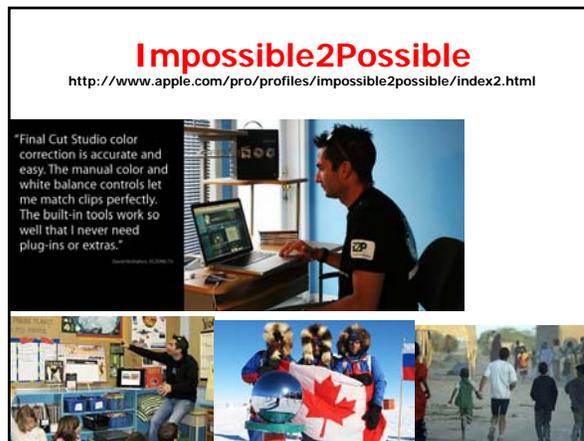
National Geographic

<http://video.nationalgeographic.com/video/player/national-geographic-channel/>



Impossible2Possible

<http://www.apple.com/pro/profiles/impossible2possible/index2.html>



Adventure Learning about the Environment

(e.g., North of 60, GeoThentic, Earthducation, see Aaron Doering, Chasing Seals; <http://chasingseals.com/>)



North of 60*

This series is a powerful tool to use to build bridges between people from vastly different cultures, between scientists and the public, between classrooms and laboratories.

The release of North of 60* is to create a global tapestry of similar stories, weaving together the history and culture of Arctic communities worldwide and promoting the science and strategic knowledge of generations. The goal is to celebrate and celebrate in Arctic regions north of 60 degrees latitude, meeting students in the collection and dissemination of these stories together. See site

WonderHowTo and Howcast



Poll #4.

Which shared online video resource sounds interesting?

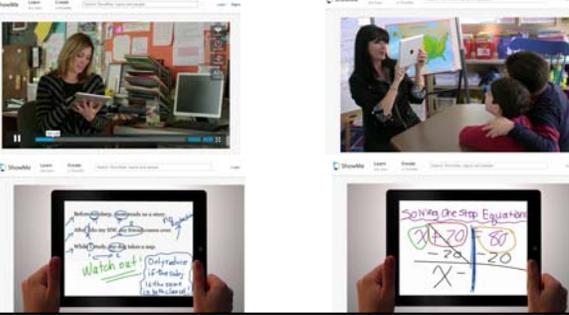
- A. Big Think
- B. CurrentTV
- C. LearnZillion
- D. TED Ed
- E. TV Lesson




Sounds Interesting?

Flip the Class

(e.g., Lessons on iPad; ShowMe: <http://www.showme.com/>)



Poll #5:

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

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>

2. Online Video Ender

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

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/sWwVEd8tclj>
 Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>
 BBC programs omit living cells: <http://www.youtube.com/watch?v=rdNgTh6Cx6Y>
 Secret Weapons: <http://www.youtube.com/watch?v=FD6-SrJaJMA&list=ULNHj6B-wUQa8y9pE14SGK&index=6&feature=plcp>
 Dinosaurs (Laboratory News, April 1, 2012): <http://www.labnews.co.uk/news/prehistoric-revolution/>

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.



Discuss Videos (e.g., Grockit Answers and Vialogues; <https://vialogues.com/>)

The screenshot shows the Vialogues interface. At the top, there's a navigation bar with 'EXPLORE', 'CREATE', and 'Cart Book'. Below that, the main content area features a video player on the left and a discussion thread on the right. The video player shows a man speaking. The discussion thread includes several comments with timestamps and user avatars.

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

The screenshot shows a video player with several red and blue annotations overlaid on the video. The annotations contain text related to the video content. The video player interface includes standard controls like play, pause, and volume.

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 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 #6:
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.



5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



Student Films and Documentaries

<http://www.youtube.com/watch?v=1OZHvuZ3rbw&feature=youtu.be> (Yue)

Miguel Lara, R685 (Web 2.0 FREEDOM):

<http://www.youtube.com/watch?v=8cmCFWi91W8>

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

<http://www.youtube.com/watch?v=im7GOM9fzhc>



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.





Did you know?



shifthappens

DID YOU KNOW ?

Karl Fisch, Did You Know?
Shift Happens—Globalization,
Information Age

Poll #7: 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



But who can use shared online video?

TOP
10
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.



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. 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.



Poll #8:

Will you use shared online video in the next class you teach?

- A. Yes
- B. No



Poll #9:

How many ideas did you today?

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)

