



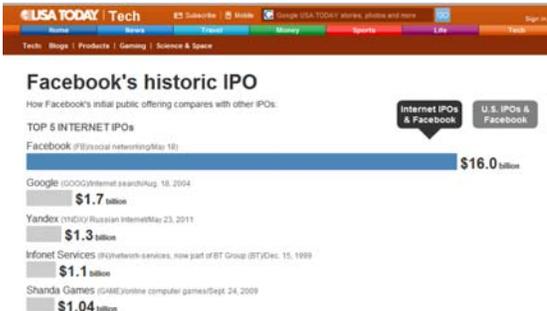
**Poll #4:**  
**How much money did Facebook bring in?**

- A. \$4 billion
- B. \$8 billion
- C. \$16 billion
- D. \$32 billion
- E. \$64 billion



**Facebook's historic IPO, May 18, 2012**

<http://www.usatoday.com/story/tech/2012/05/18/facebook-ipo/1602432/>



Company	Value
Facebook (IPO) (Internet networking)	\$16.0 billion
Google (GOOG) (Internet search)	\$1.7 billion
Yandex (YDEX) (Russian Internet)	\$1.3 billion
Infonet Services (INFOS) (Network services, now part of BT Group)	\$1.1 billion
Shanda Games (GAME) (Online computer games)	\$1.04 billion

**Poll #5:**  
**What was the initial public offering price?**

- A. \$18 per share
- B. \$23 per share
- C. \$28 per share
- D. \$33 per share
- E. \$38 per share



**Facebook's historic IPO, USA Today, May 18, 2012**

<http://www.usatoday.com/story/tech/2012/05/18/facebook-ipo/1602432/>



Electronic screens inside the Nasdaq stock market announce the listing of Facebook shares before the start of trading.

**Poll #4:**  
**Did you invest in Facebook when it went public on Friday?**

- A. Yes
- B. No



**BYOD, THE Journal, May 2012**



Are You Ready for **BYOD?**

Advice from the branches on how to prepare your wireless network for the bring-your-own-device movement.

By David Ralston

NEW STUDENTS AND STAFF

**Poll #5:**  
**Will social networking tools be used for a significant portion (more than 25 percent) of student learning within 5 years?**

A. Yes  
 B. No



**Social Business Launched this Burger**  
**USA Today, May 17, 2012**  
[http://www.usatoday.com/NEWS/usadition/2012-05-17-Social-media-economy-CL\\_U.htm](http://www.usatoday.com/NEWS/usadition/2012-05-17-Social-media-economy-CL_U.htm)



Year	Percentage
2008	23%
2009	28%
2010	40%
2011	50%

Year	Percentage
2008	29%
2009	32%
2010	38%
2011	41%

Year	Percentage
2008	27%
2009	31%
2010	33%
2011	38%

**Poll #6:**  
**Do you have a Twitter account or something similar?**

A. Yes  
 B. No



**Poll #7:**  
**Which online resource do you enjoy using the most?**

A. Facebook  
 B. LinkedIn  
 C. Twitter  
 D. YouTube  
 E. Wikipedia



**Poll #8:**  
**What Week have you liked the most so far?**

A. Week 1: TEC-VARIETY (motivation/retention)  
 B. Week 2: R2D2 (diversity & learning styles)  
 C. Week 3: Critical/Creative Thinking & Collab  
 D. Week 4: Shared Online Video  
 E. I like them all equally well



**Poll #9:**  
**What have you done so far in Week 4 in the MOOC?**

A. Watched one or more of the videos  
 B. Read one of the article  
 C. Been in the discussion forums  
 D. Posted to the wiki or blog  
 E. Nothing so far...until I came here

YOU...  
 WHAT  
 HAVE  
 YOU  
 DONE?



**Poll #10:**  
Which part of the MOOC do you find the most helpful to your learning?

- A. The Let's Discuss forums
- B. The Blogs
- C. The Weekly Live Online Events
- D. The Weekly Resources posted
- E. The Wiki



**Poll #11:**  
Can you hear me ok?

- A. Yes
- B. No



**Poll #12:**  
Can you see me ok?

- A. Yes
- B. No




**South Berwick, Maine, USA**  
**John Skafidas**, math teacher for Marshwood Adult and Community Education.  
"I'm always interested in applying technology to my teaching - thank you for leading the MOOC and supporting course sites - free is good."




**Mobile, Alabama, USA**  
Anne B. Lowery, D.B.A., Associate Vice President for Academic Affairs and Dean, Graduate Programs, University of Mobile




**Paris, France**  
**Anne-Marie EVRARD**  
(Barbara's corner English conversation group)  
Picture of Chelles-Gournay Station, railway station in Paris, France. The station opened in 1849 and is located on the Paris Est - Strasbourg railway line.




**Albany, Georgia, USA**

Svala Ottesen, Lecturer of Art, Troy University  
 "we have a thing or two with turtles" in Albany, GA  
 "\_svala who absolutely loves the MOOC course."



**Alamosa, Colorado, USA**

Ryan K. Shiba, M.A., Director, Academic Instructional  
 Technology Center, Adams State College (now University)  
 "Porter Hall is named after William Porter, the founder of etrade  
 & Richardson Hall is the main admin building on campus."



**Blackboard/CourseSites MOOC Part IV:  
 The Rise of Shared Online Video,  
 the Fall of Traditional Learning**

Dr. Curtis J. Bonk, [cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)  
 Professor, Indiana University, School of Education



**Poll #13:  
 What Week have you liked the  
 most so far?**

- A. Week 1: TEC-VARIETY (motivation/retention)
- B. Week 2: R2D2 (diversity & learning styles)
- C. Week 3: Critical/Creative Thinking & Collab
- D. Week 4: Shared Online Video
- E. I like them all equally well



**University Business, May 2012**

TECH SPOTLIGHT: Tablets, Laptops, Desktops



**COMPUTING TRENDS,  
 TODAY AND TOMORROW**  
 By David Geer  
 Managing computer devices across campus

**We need an online Legislature,**  
 Minneapolis StarTribune, Dave Churchill, May 21, 2012,  
<http://www.startribune.com/opinion/152327675.html>

StarTribune | opinion

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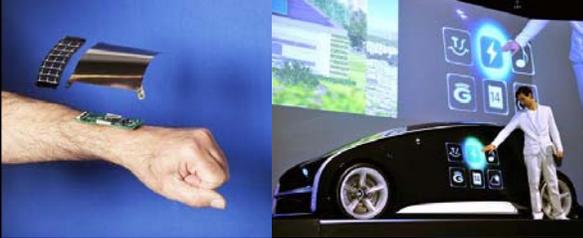
Home > Opinion

We need an online Legislature

Article by DAVE CHURCHILL, Audio-Daily Herald | Updated May 21, 2012 | 1:40 PM



Flexible displays bend what's possible for computers,  
Jon Swartz, May 4, 2012, USA Today  
[http://mediagallery.usatoday.com/Flexible+screen+displays/G3657\\_A12064](http://mediagallery.usatoday.com/Flexible+screen+displays/G3657_A12064)



Components of the wrist-worn display prototype developed at HP Labs are shown in this illustration. When completed, the device will incorporate a working flexible display powered by solar cells.

College Crackup and the Online Future,  
Bloomberg, Mark C. Taylor, May 21, 2012,  
<http://www.bloomberg.com/news/2012-05-21/college-crackup-and-the-online-future.html>



**The V-PORTAL (IU)**  
[http://www.indiana.edu/~icy/media/de\\_series.html](http://www.indiana.edu/~icy/media/de_series.html)



**The V-PORTAL (IU)**  
[http://www.indiana.edu/~icy/media/de\\_series.html](http://www.indiana.edu/~icy/media/de_series.html)

Note: We recommend using Firefox to view these videos. Internet Explorer might take a few seconds to play them.

1. Planning Online Courses	10. Quality Supplemental Materials	19. Wiki Uses & Applications
2. Managing Online Courses	11. Blended Learning: General	20. Blog Uses and Applications
3. Discussion Forums	12. Blended Learning: Implementation	21. Collaborative Tool Applications
4. Providing Feedback	13. Blended Learning: The Future	22. Hands-On Experiential Learning
5. Reducing Plagiarism	14. Online Writing Activities	23. Coordinating Online Project Problem
6. Building Community	15. Online Visual Learning	24. Global Connections & Collaborations
7. Instructor and Social Presence	16. Online Video Resources	25. Assessing Student Online Learning
8. Online Interaction	17. Webinars and Webcasts	26. Ending & Archiving Online Courses
9. Online Collaboration/Teams	18. Podcasting Uses & Applications	27. Trends on the Horizon

These videos are available under a Creative Commons Attribution Share-Alike 3.0 license. As a courtesy to Dr. Bonk, you can send an e-mail to [ic@indiana.edu](mailto:ic@indiana.edu) to let him know who you are and how you are using these learning resources.

**The V-PORTAL (IU)**  
[http://www.indiana.edu/~icy/media/de\\_series.html](http://www.indiana.edu/~icy/media/de_series.html)

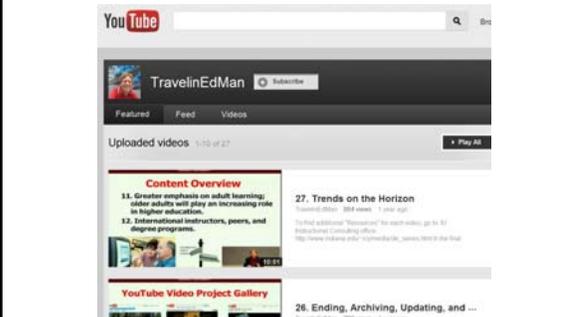
**Blended Learning: Implementation**  
[Description](#) | [Watch Video](#) | [Feedback](#) | [Resources](#) | [Talk Handout](#)

Dr. Bonk covers possible activities and resources to engage students in a blended course format in the "Blended Learning - Implementation" presentation. Examples highlight educational practices applicable in different subject areas and at different times throughout the semester.



[Launch Video](#)  
Requires Quicktime

**The V-PORTAL (YouTube)**  
<http://www.youtube.com/user/TravelinEdMan>



## The V-PORTAL (YouTube)

<http://www.youtube.com/user/TravelinEdMan>



## Poll #14:

### Which discussion question have you found interesting this week?

- Question #1. Have you found any unique video sources that you can share? How have you made use of them?
- Question #2. Have you designed student-centered activities including the use of video? If not, what challenges do you face regarding the use of video?
- I have not yet been into Week 4 yet.

## Poll #15: Chat Window...

### Question #3:

If you have watched any the 27 videos in the V-PORTAL that Dr. Bonk created, did you discover anything that you might use? Alternatively, were there any questions, concerns, or issues that you had after viewing one or more of these?

## 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. ”



## Video is Popular in the USA Elliott Masie, March 2, 2010

- Video “YouTube” story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.



## Video is Popular in Korea



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

### Top Smartphone Apps to Improve Teaching, Research, and Your Life

By Jeffrey R. Young, January 2, 2011, Chronicle of HE  
<http://chronicle.com/article/Smartphones-on-Campus-the/127397/>

Peter H. Abrahams, a professor of clinical anatomy at the U. of Warwick, helped create an app called Aspects of Anatomy. It includes 38 short films of Dr. Abrahams guiding viewers through anatomical models of human organs. Here he points to a model of the bronchial tree.

### YouTube Growth

Randy Pausch's last lecture

<p><b>April 2008</b></p> <p>~ 2 million views</p>	<p><b>October 2008</b></p> <p>7.5 million views</p>	<p><b>May 23, 2012</b></p> <p>14.8+ million views</p>
---	---	---

### Video is Popular in Kansas Professor Celebrity YouTube Videos (Michael Wesch, millions of views)

### Video is Popular in California YouTube as the Class and the Book (Alexandra Juhasz, Professor of Media Studies at Pitzer College, innovative "video-book," Learning from YouTube (2011), MIT Press.)

Juhasz Final Video

### July 22, 2011 GETideas Channel, Cisco (Education Thought Leader Series uploaded to YouTube)

<http://www.youtube.com/user/GETIdeas#g/u>

**August 18, 2011**  
**HowStuffWorks, iPhone App, USA Today, Marc Saltzman**

The image shows a collage of content from HowStuffWorks. On the left is an iPhone displaying the app's interface with sections for 'Stuff You Should Know', 'BrainStuff', and 'Tech Stuff'. To the right are screenshots of the website, including an article titled 'Why is the world's biggest landbill in the Pacific Ocean?' and a 'Stuff to Know Your Brain' graphic.

**March 12, 2012**  
**An update to the YouTube Nonprofit Program goes live**

The image displays two screenshots from YouTube. The left one is a video titled 'Broadcasting Ourselves ;) The Official YouTube Blog' with a date of 'MORNING, MARCH 12, 2012'. The right one shows a video player for 'The Bracelet Story' with 51,004 views.

**March 20, 2012**  
**Georgetown Learning Initiatives Soliya Connect**  
<http://qli.georgetown.edu/#soliya>

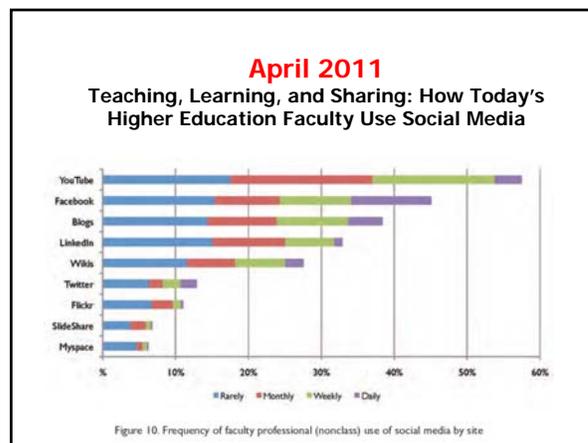
The image is a screenshot of the Soliya Connect website. It features a navigation menu with 'All Georgetown', 'Case Study', and 'Student Experience'. The main content area includes a video player for 'Soliya at Georgetown (DNI video)', 'The Telepresence Classroom', and 'Solid Lecture Documentary Film'.

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

The image shows a screenshot of the MIT+K-12 website. It features a video player for 'Pixel Engineering' with a 'CREATE AN ASSIGNMENT' button. The page includes navigation tabs for 'ASSIGNMENT', 'PROPOSAL', and 'EMPLOYMENT VIDEO'. A sidebar lists categories like 'Astronomy', 'Biology', 'Chemistry', 'Engineering', 'Physics', and 'Transportation'.

**April 26, 2012**  
**At Yale, Online Lectures Become Lively Books**  
**Jennifer Howard, Chronicle of Higher Education**  
<http://zhbook.com/chronicle.com/online-lectures-become-lively-books/>

The image is a screenshot of a Wired Campus article. The headline is 'At Yale, Online Lectures Become Lively Books'. The article text mentions that the Massachusetts Institute of Technology, Stanford University, and other institutions are old hands now at taking course material from the classrooms and labs and putting it online for learners anywhere in the world. It also mentions that Yale University may be the first to reverse the process, using its Open Yale Courses as the basis for an old-fashioned book series.



**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](http://technology.msnbc.msn.com/_news/2011/07/26/7171105-71-percent-using-video-sharing-sites-pew-report)

**26**  
July 26, 2011

**71 percent using video-sharing sites: Pew report**

Year	Typical Day (%)	Total (%)
2006	8%	33%
2007	15%	48%
2008	20%	52%
2009	17%	62%
2010	27%	66%
2011	20%	71%

Source: The Pew Research Center's Internet & American Life Project, April 28 - May 22, 2011 Spring Tracking Survey. n=2,377 adult internet users ages 18 and older, including 755 cell phone interviews. Interviews were conducted in English and Spanish.

**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](http://technology.msnbc.msn.com/_news/2011/07/26/7171105-71-percent-using-video-sharing-sites-pew-report)

**Visits to online video-sharing sites increasing most in rural areas**  
 % of internet users in each group who have visited video-sharing sites

Area	December 2005 (%)	June 2009 (%)	April 2011 (%)
Urban	38%	52%	72%
Suburban	23%	57%	71%
Rural	21%	37%	68%

Source: The Pew Research Center's Internet & American Life Project, April 26 - May 22, 2011 Spring Tracking Survey. n=2,377 adult internet users ages 18 and older, including 755 cell phone interviews. Interviews were conducted in English and Spanish.

**Poll #16:**  
**What is the ideal length of a video?**

- A. Less than 1 minute
- B. 1-4 minutes
- C. 4-7 minutes
- D. 7-10 minutes
- E. Over 10

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

Length	Percentage
1-4 minutes	64.05%
4-7 minutes	24.53%
7-10 minutes	4.57%
Less than a minute	4.57%
Over 10 minutes	2.28%

**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 deep thinking.

## 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.



## Poll #17.

Which concept intrigues you the most?

- A. Anchored instruction
- B. Advanced 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

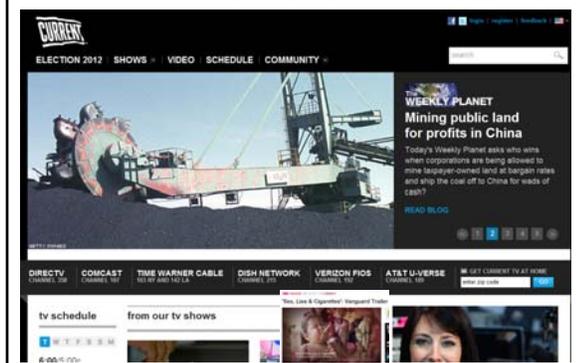


## CNN Video and MSNBC

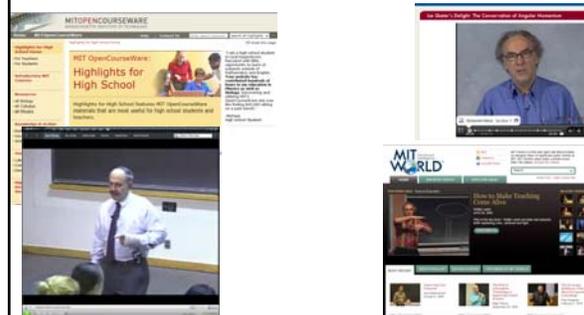
<http://www.cnn.com/video/>



## Current TV



## MIT World and MIT OCW Highlights for High School



## TED: Technology, Entertainment and Design

The screenshot shows the TED website interface. At the top, there's a navigation bar with 'TED Talks' and 'DEAR WORTH SPREADING'. Below that, there are several video thumbnails for talks, including one by Adora Svitak titled 'What adults can learn from kids'. A search bar is visible at the top right.

## TED: Technology, Entertainment and Design

This screenshot shows a specific TEDx event page for Aaron Doering. The header features his name and the title 'Adventure learning'. Below, it says 'TEDxUMN 2012' and includes a 'Watch the Live Stream' button. The event details are: 'At the Heart of Discovery' on Saturday, April 21st, 8:15am to 5pm at Coffman Theater. A large 'TEDx' logo is on the right side.

## April 12, 2012 TEDx WallStreet, Michelle Rhee

Under Spending, Overspending, or Misspending, April 12, 2012  
<http://www.studentsfirst.org/blog/entry/under-spending-overspending-or-misspending>  
<http://www.youtube.com/watch?v=R5tL1Nz-cIM>

The screenshot shows the website for studentsfirst.org. The main content area features a video player with Michelle Rhee speaking at a podium. The website header includes navigation links like 'HOME', 'ABOUT', 'WHAT WE DO', 'VIDEO', 'BLOG', and 'TAKE ACTION'.

## YouTube EDU Page

This screenshot shows the YouTube EDU page. The main video is 'Terry Bradley: Transgenic Fish' by the University of British Columbia. The video shows a man speaking and a close-up of a transgenic fish. The page includes the YouTube interface with search, share, and like buttons.

## Academic Earth

The screenshot shows the Academic Earth website. The main heading is 'Free online video courses from leading universities.' Below this, there are three featured video thumbnails: 'Introduction to JavaScript', 'Introduction to Java', and 'Evolution: Natural Selection'. The website has a dark header with navigation links for 'Subjects', 'Universities', 'Instructors', and 'Playlists'.

## LearnZillion

This screenshot shows the LearnZillion website. The main heading is 'Great video lessons from great teachers'. Below, it describes the platform as a learning tool that combines video lessons, assessments, and progress reporting. A large orange button says 'EXPLORE LESSONS'. The website has a green header with navigation links for 'ABOUT', 'HOW IT WORKS', and 'EXPLORE LESSONS'.

## 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)



## Big Think (short topical videos from famous people)

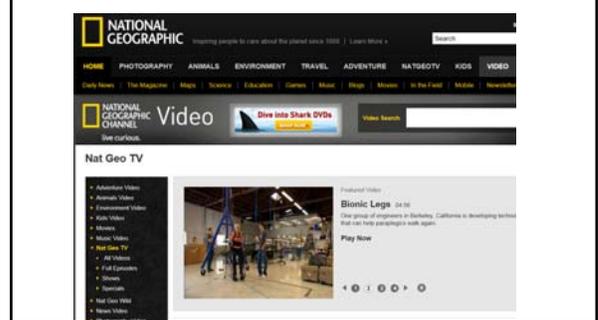


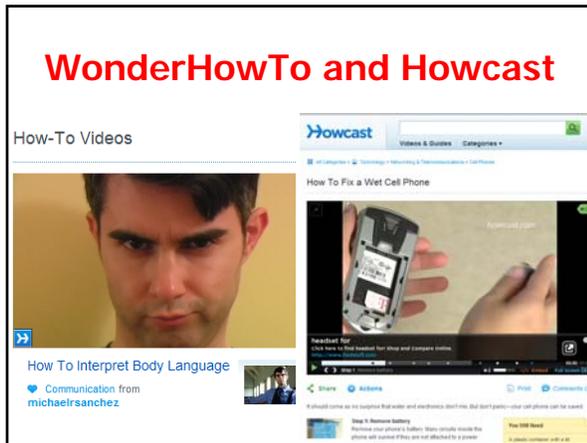
## Link TV (Television without Borders)



## National Geographic

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





### Poll #18.

#### Which shared online video resource sounds interesting?

- A. Big Think
- B. BookTV
- C. ClipChef
- D. CurrentTV
- E. TV Lesson

Sounds Interesting?

### Poll #19:

#### But is this a revolution?

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

## Ten 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 Video Anchor

B. F. Skinner - Modelagem  
 B. F. Skinner - Modelagem

## 2. Online Video Ending

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

## Learning and Memory Video Ender

Improve Your Memory - facebook.com/JohnTesh  
 Brain Man - The Boy With The Incredible Brain

## 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.

## Origins of Humans, Brian J. Ford, Microbiologist, Cambridge, UK

Origin of Humans: <http://www.youtube.com/user/tellymonitor#p/u/1/LhGeApsKiasr>  
 Tellymonitor's Channel: <http://www.youtube.com/user/tellymonitor>  
 BBC programs omit living cells: <http://www.youtube.com/watch?v=rNpTh6Cx6Y>  
 Secret Weapons: <http://www.youtube.com/user/tellymonitor#p/u>

## 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.



## Poll #20: Pick one of these shared online video activities you might use?

- A. Online Video Anchoring
- B. Online Video Ending
- C. Anchoring and Ending
- D. Online Class Previews and Discussions
- E. Anchor with Discussion



## 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 lecture 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.



## 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 #21: 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. Cool 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.



## Student YouTube Products

Miguel Lara, R685 (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8cmCFWf9IW8>  
 Shuya Xu & Yue Ma (Blog my online Irng): <http://www.youtube.com/watch?v=lm7GQM9fzhe>  
 Anthony Schmidt P540 (personal theory): [http://www.youtube.com/watch?v=x3EJy4Pn\\_E](http://www.youtube.com/watch?v=x3EJy4Pn_E)  
 Tonya Clark P540 (making connections) <http://www.youtube.com/watch?v=eD1awpaSuP0>



## Poll #22:

**Pick one of these shared online video activities you might use?**

- A. Cool Resource Provider Handouts
- B. Class Previews of Student Anchors
- C. Collaborative Anchoring
- D. Student Anchor Demonstrations
- E. Anchor Creators



## 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.



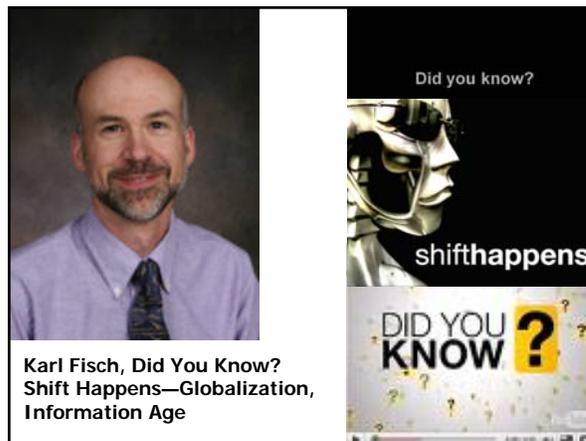
## 9. Video Anchor Debates

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.



**Poll #23:**  
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. Considering offering online video creation as an option—can foster student creativity.



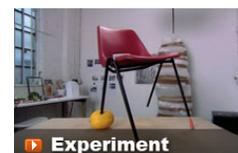
## Advice and Guidelines

5. Have back-up videos in case do not work or are taken down.
6. Watch and approve all videos before selecting. And test for link rot.



## 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 #24:**  
**Will you use shared online video in the next class you teach?**

**A. Yes**  
**B. No**

A blue circular icon with a white play button symbol and the word "Video" written in white.

**Poll #25:**  
**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.

A blue cartoon number 0 with a face, arms, and legs.  
A blue cartoon number 10 with a face, arms, and legs.

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

**Stand and Share Ideas**  
**(Will Work, might work, won't work)**

A black professional video camera with a large lens.  
A person sitting at a desk with a computer monitor, in front of a brick building with an arched window.