

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

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Video is Popular in Korea

Videos for clinical education

(Sungkyunkwan University School of Medicine, www.mededu.or.kr)

환자의 앞쪽에서, 왼손으로 환자의 오른쪽 감상생을 반대편으로 밀고.

Video is Popular in Japan

Video is Popular in the Middle East

February 21-24, 2011: E-Learning and Distance Learning (ELI) Conference in Riyadh

Animation of Videos

(e.g., RSA Animate - Drive: The surprising truth about what motivates us)
<http://www.youtube.com/watch?v=u6XAPnuFjJc>
<http://comment.rsablogs.org.uk/videos/>

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.

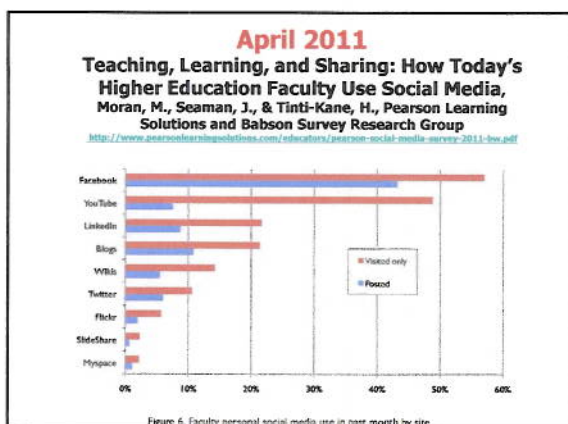
Video is Popular in United States

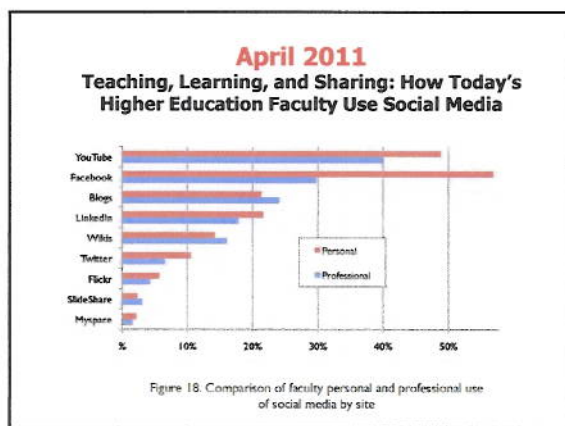
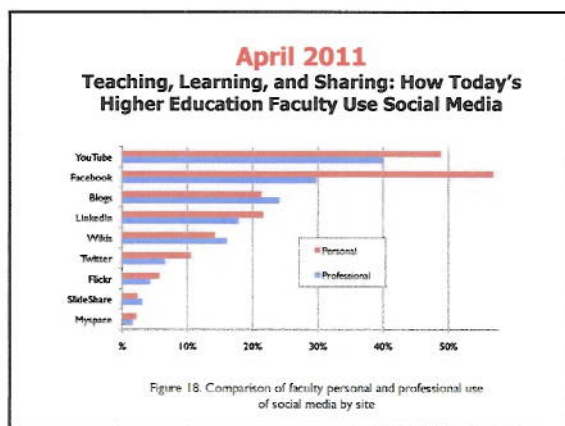
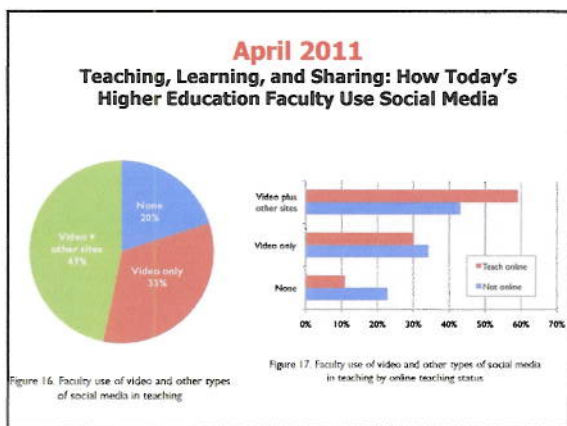
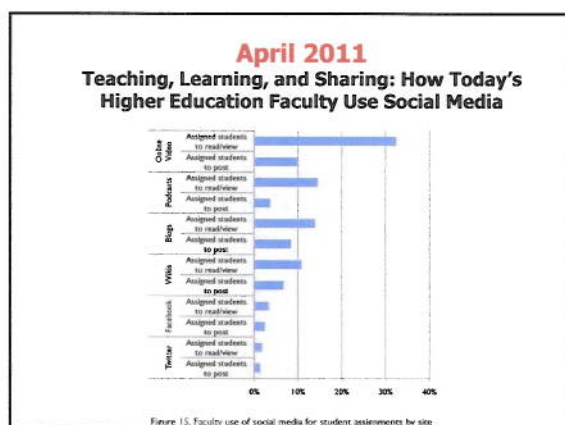
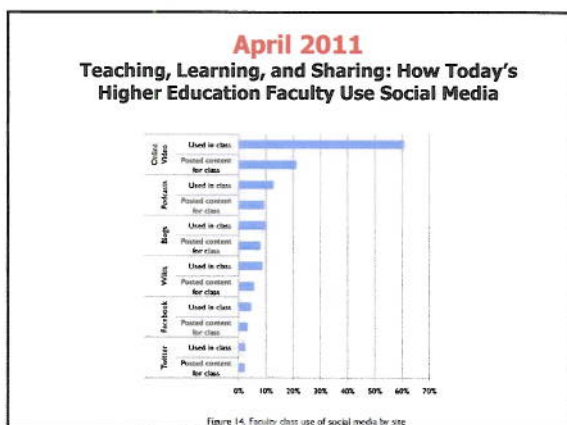
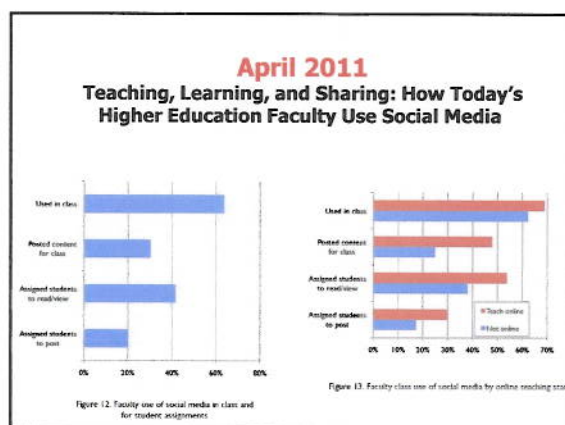
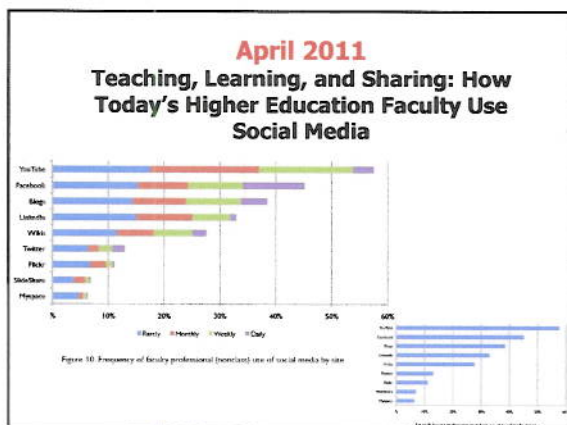
Videos: Unleashing Technology to Personalize Learning, Education Week, October 5, 2010
<http://www.edweek.org/ew/section/video-galleries/october05-event-edtech.html>

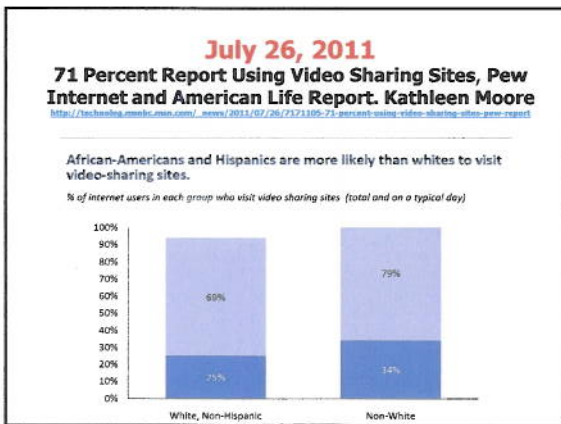
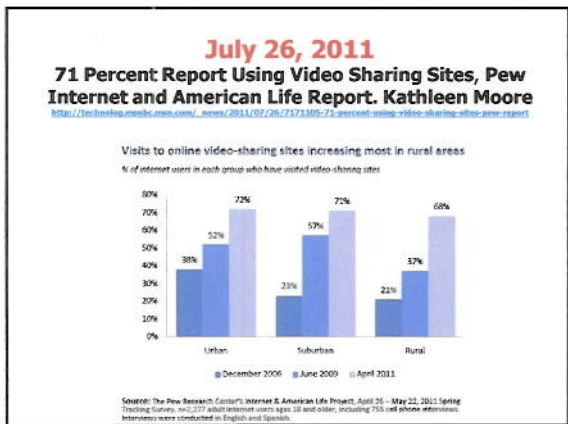
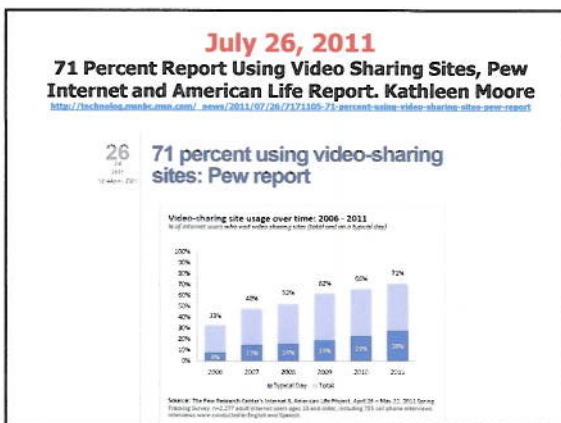
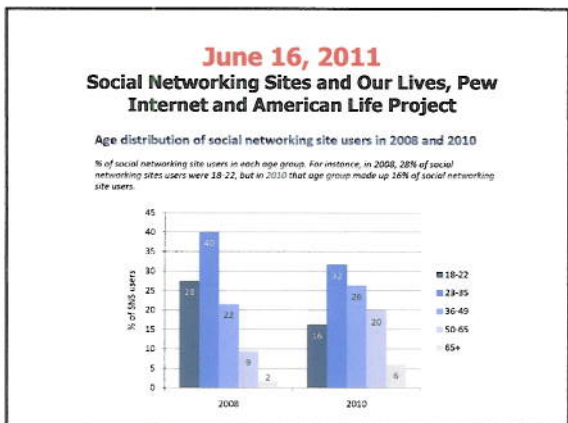
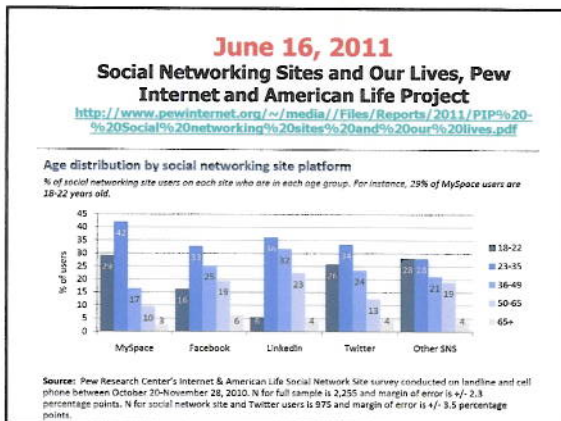
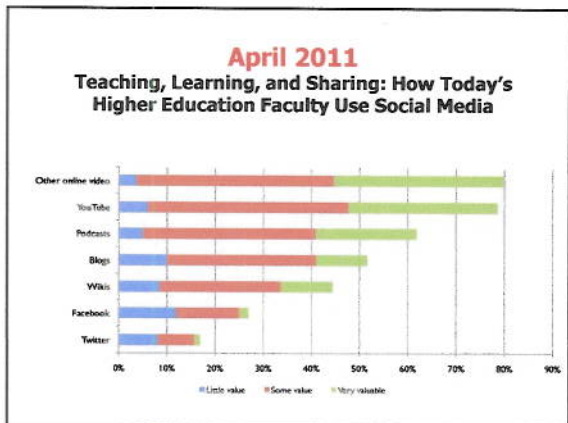
Medical Training at Stanford

Top 10 YouTube Videos Posted by Colleges, and What They Mean

Rachel Wiseman, July 5, 2011
http://chronicle.com/blogs/edweekmagazine/top-10-youtube-videos-posted-by-colleges-and-what-they-mean/32076?id=at&utm_source=at&utm_medium=ss







**Shared Online Video...
Let's Think Outside the Box!**
(For 99 Seconds—What has happened in the past year related to the use of video to teach?)

Innovate or die trying
Thinking outside the box is inside the scope of these companies' plans

**December 10, 2010:
Mobile Music; Virtual Bands, Choirs, Singers, etc.
iBand Rocks Tunes on iPads and iPhones;
PadGadget.**

**March 10, 2011: iPad 2 is even better than the original, USA Today, Edward C. Baig
April 21, 2011: Apple iPad 2 stars in vacation videos,
Jefferson Graham**

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

**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."

Bonk (in press)

"Clearly, YouTube technology is something in which students in higher education settings in the United States are highly familiar. It is a tool of the culture. And it is one that instructors from K-12 to higher education to corporate training need to begin experimenting with in their classes."

Professor Celebrity YouTube Videos (Michael Wesch, millions of views)

YouTube Growth

Randy Pausch's last lecture

April 2008 ~2 millions	October 2008 ~7.5 millions	September 25, 2011 ~13.8 millions
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January 2008
~79 million viewers watched more than 3 billion user-posted videos on YouTube (Yen, 2008)

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 to 4 Megs)

Elliott Masie, Learning Trends, March 2, 2010

- Telepresence Video (Beyond 6 megs)
- Flipcam and iPhone Video Clips
- Webchat Video
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.
- Video Guests in Workshops and Conferences
- Video Coaching

LearningTalks - a series of short, free, video interviews on learning. The MASIE Center.


<http://www.learning2010.com/Videos/jonathankopp.htm>

Elliot Masie, John Lithgow

<http://www.learning2011.com/>




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.







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. For a 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



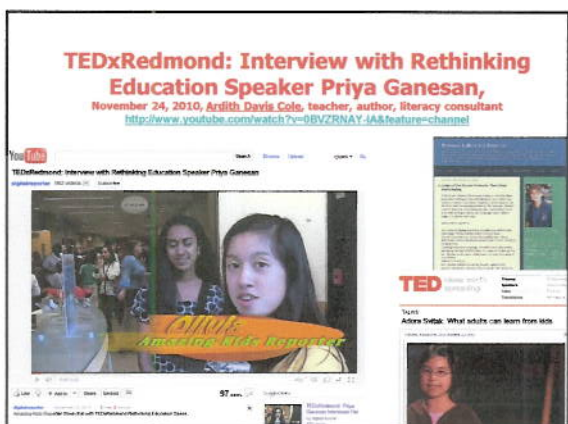
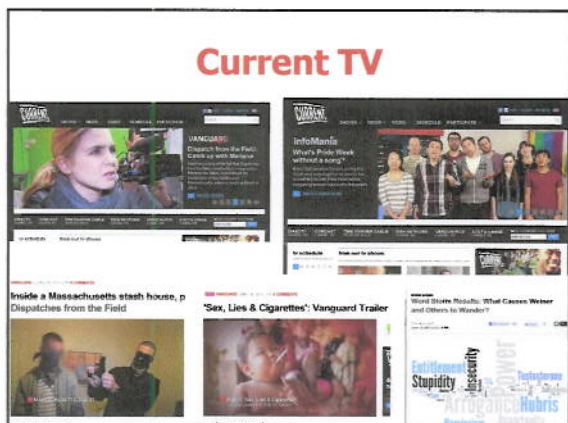
Video Sharing Websites



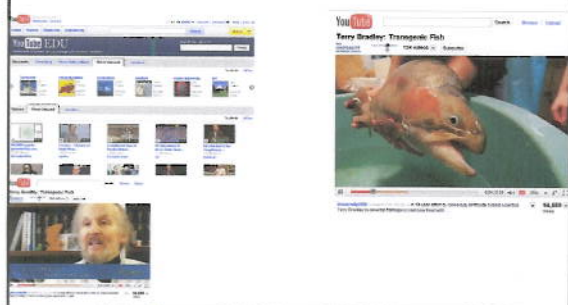
CNN Video and MSNBC

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





YouTube EDU Page



University Shared Online Video Sites



Online Research Channels (Research Channel, UChannel)



Link TV (Television without Borders)



NASA TV



Explore Series



National Geographic

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

Earthwatch

http://www.earthwatch.org/newsandevents/documentaries/volunteer_videos/

Medical YouTube

www.medicalyoutube.com

Academic Earth

Login | Register | Advanced Search

Free online video courses from leading universities.

TV Lesson (expert videos)

www.tvlesson.com

Big Think (short topical videos from famous people)

www.bigthink.com

BookTV (author interviews)



Fora TV

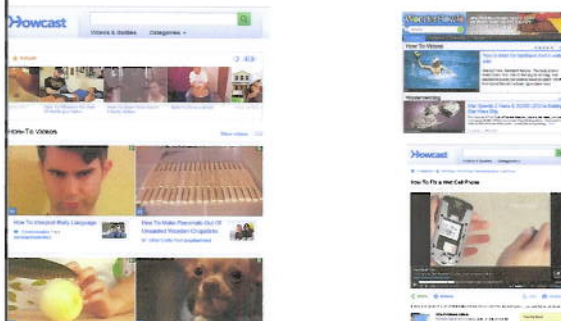


Michelle Rhee, Students First

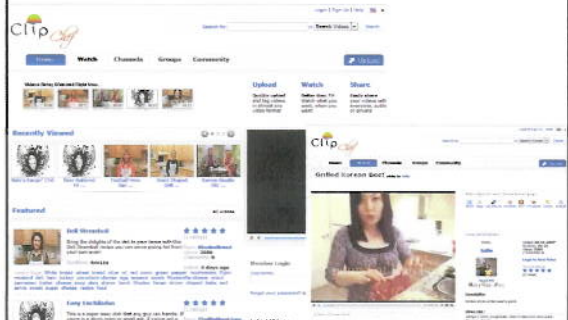
http://www.studentsfirst.org/pages/michelle-video?utm_medium=email&utm_source=studentsfirst&utm_campaign=20110806email&source=20110806email



WonderHowTo and Howcast



ClipChef



Music Videos of Content

History for Music Lovers, Washington Post
 The French Revolution ("Bad Romance" by Lady Gaga)
 Trojan Way ("Tainted Love" by Soft Cell)
 Charlemagne ("Call Me" by Blondie)



July 22, 2011
GETideas Channel, Cisco (Education Thought Leader Series uploaded to YouTube)
<http://www.youtube.com/user/GETideas#g/u>

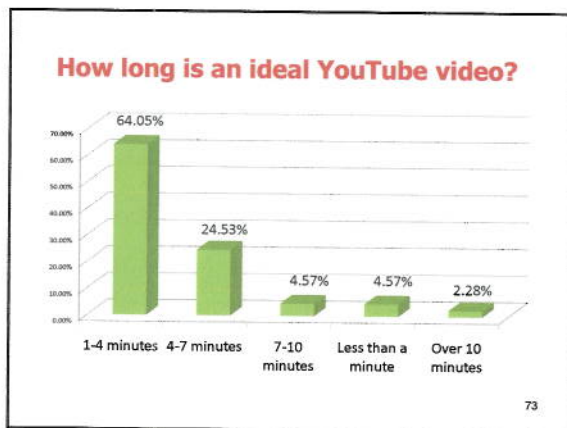
Seeds for Empowerment in Argentina, August 2011
<http://www.youtube.com/watch?v=Hd8JEF-k6Zg>

Student YouTube Products
<http://www.youtube.com/watch?v=xiwS1ryPzsQ>
http://www.youtube.com/watch?v=x3F3yi4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>

Interactive YouTube Products (R685, Spring 2011)

But is this a revolution?

Ten Anchors and Enders: Instructor Centered



1. Online Video Anchoring

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

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.

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.



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 ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.



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.



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.



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.



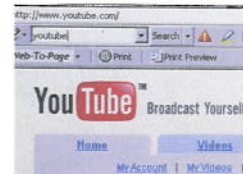
5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



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

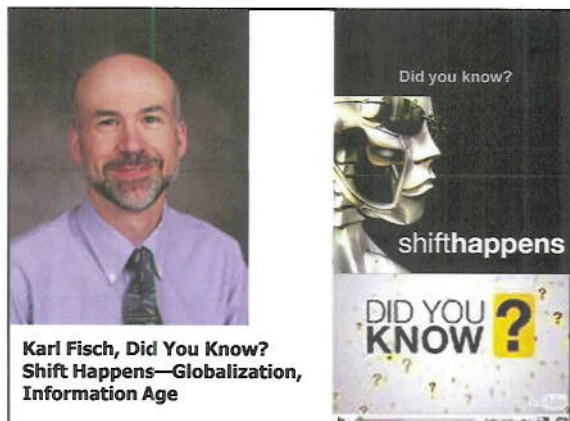
Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



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


Bonk (in press)

This is just a small sample of possibilities that each of us now has to learn with shared online video. Seems nearly everyone can find educational uses for shared online video. The potential is immense. Access is increasing. Better evaluation methods and indexing schemes are needed. The time has ripe to put these millions of free videos to work. It may be up to you!



Video

Turn and Share 1-2 ideas you can use...




But who can use shared online video?




Audiences and Uses of Shared Online Video

- 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

- 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. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
6. Watch and approve all videos before selecting. And test for link rot.



Advice and Guidelines

7. Have back-up videos in case do not work or are taken down.
8. Have a guidesheet, job aid, or scaffold to help students evaluate the validity of sources (issues of credibility/authority, quality, design, etc.)



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/>

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

