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

Dr. Curtis J. Bonk
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President, SurveyShare, Inc.
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cjbonk@indiana.edu

Phillips 66
6 minute Brainstorm:
In groups of 6 for 6 minutes brainstorm 6 questions about shared online video…
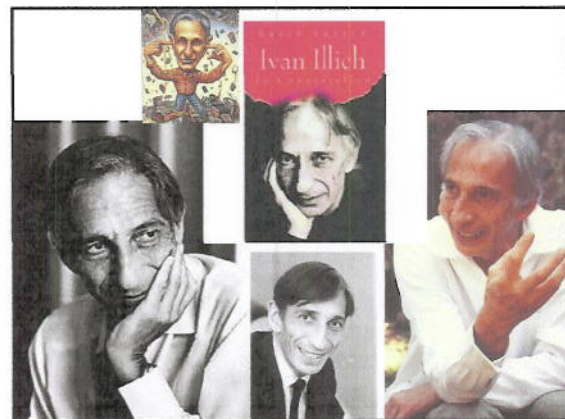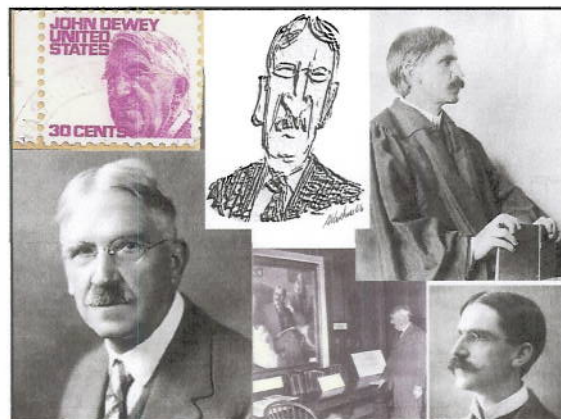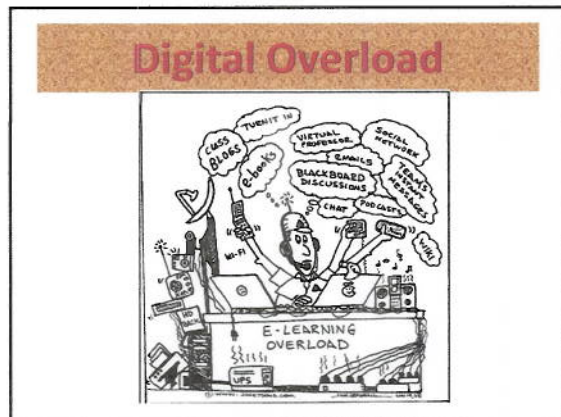
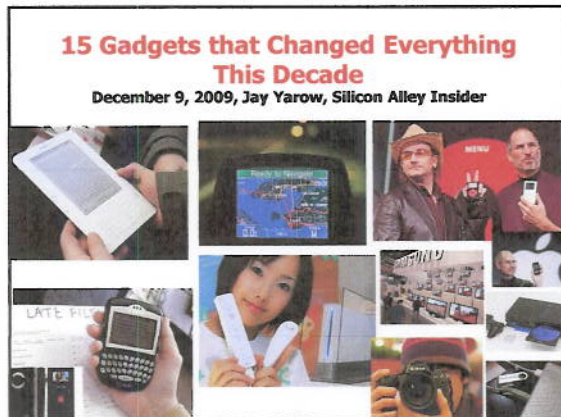## Brainstorm Solutions

Let's Think Outside the Box!
How can you use shared online video?

Innovate or die trying

Thinking outside the box is inside the scope of these companies' plans

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Technology 40 Years Ago

21 Things That Became Obsolete This Decade
December 11, 2009, Silicon Alley Insider

15 Gadgets that Changed Everything This Decade
December 9, 2009, Jay Yarow, Silicon Alley Insider

Technology Now

Digital Overload

E-LEARNING OVERLOAD

Yonsei University, Seoul, Korea

JOHN DEWEY UNITED STATES
30 CENTS

Ivan Illich

Shephen Heppell, Notschool.net, the ULTRALAB

John Seely Brown

The Age of Shared Online Video

Elliott Masie, Learning Trends, March 2, 2010

"The introduction of video into almost every aspect of our learning and work tasks is profound and "disrupting." As designers, we must experiment with these formats — looking for evidence and appropriate use cases and examples of when not to use video."

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. "

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 tp 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

Ed-tech officials: Video will make schools more 'efficient'
Most school and college decision makers agree that video technology can help boost learning
By Dennis Carter, Assistant Editor, May 5, 2010
http://www.ecampusnews.com/technologies/ed-tech-officials-video-will-make-schools-more-efficient/


Fifty-three percent of school officials said they would buy video technology in the next year.

College 2.0: More Professors Could Share Lectures Online. But Should They?, Chronicle of HE, Jeffrey R. Young, March 7, 2010

"The latest Campus Computing Survey, which gathers data on classroom technology nationwide, found that 28 percent of colleges have a strategic plan to provide coursecasting equipment, and 35 percent more are working on a plan now."

Video Streamed and Webcast Lectures
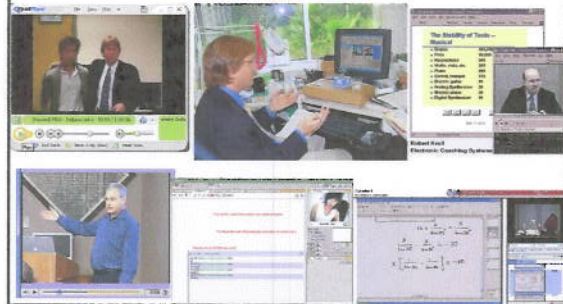
Video Instructor Course Intros

Sociable Professors
First-of-its-Kind Survey Finds College Faculty Increasingly Using Social Media
Boston, MA (PRWEB) May 4, 2010
http://www.prweb.com/releases/2010/05/prweb3960844.htm

- More than 80 percent of college faculty are using social media, with more than half using these tools as part of their teaching, according to a first-of-its-kind survey, "Social Media in Higher Education."

- Nearly 1,000 faculty from across the nation participated in the survey.

- Most faculty respondents (59%) have more than one social network account; nearly 25 percent have accounts on four or more social networks.

- More than 30 percent use social networks to communicate with students; nearly 1/3 use social networks to communicate with peers.

Sociable Professors
First-of-its-Kind Survey Finds College Faculty Increasingly Using Social Media
Boston, MA (PRWEB) May 4, 2010
http://www.prweb.com/releases/2010/05/prweb3960844.htm

- A majority (52%) report using video, podcasts, blogs and wikis as part of their classes.
- Watching a video or listening to a podcast is the most common activity for both faculty personal use (72%) and for use within a class (46%).
- Social media use is higher among faculty in the Humanities and Social Sciences than those in Mathematics, Science, Business and Economics.

Pearson Social Media Survey 2010
http://www.slideshare.net/PearsonLearningSolutions/pearson-socialmediasurvey2010

Valuable for Teaching and Communications

Personal and Class Uses Differ

Academic Communications Are Concentrated on a Few Social Networks

Social Networks Are Not Equally Popular

Can you name this company?

2005	2006	2008	2009
created by Hurley, Chen & Karim	bought by Google	1/3 video sharing in US	YouTube EDU page

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YouTube Growth

Randy Pausch's last lecture

April 2008	October 2008	May 2010
~2 millions	~7.5 millions	~11.5 millions

January 2008
~79 million viewers watched more than 3 billion user-posted videos on YouTube
(Yen, 2008)

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

Videostreamed Lectures
(Professor Marian Diamond, Biology)

Adventure Learning, GeoThentic, GoNorth, Polar Husky (National Geographic; Aaron Doering, Univ of Minnesota)

Videos of the Periodic Table

Webcasts to Augment Publication Dissemination

Videostreamed Conference Presentations

YouTube as Class

Students Produce YouTube Videos

Students Produce YouTube Videos

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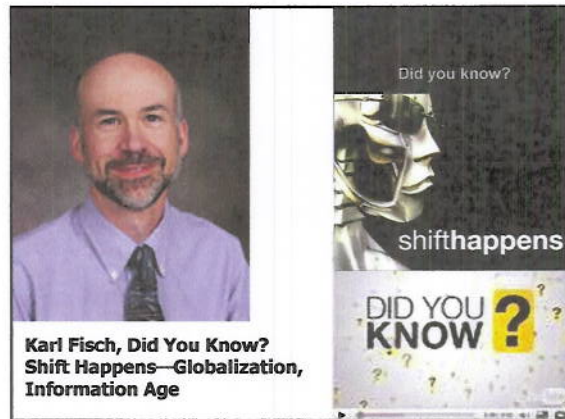
Why Use Video?

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.

Sample Shared Online Video
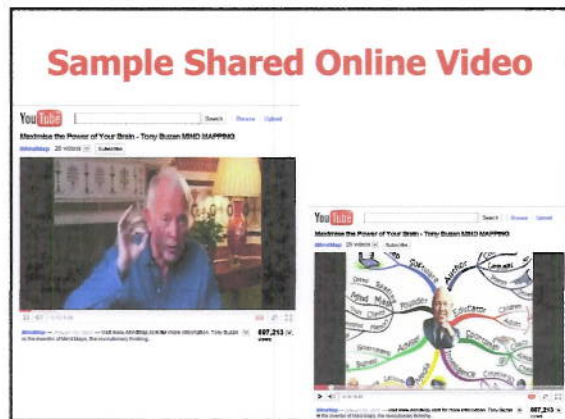
Observing Expertise Online
(e.g., Psychiatric Interviews, E-Reading First Ohio)

Department: Psychiatry
Academics: Prof. Michael Gill, Dr. Brian Fitzmaurice, Katie Armstrong

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. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.
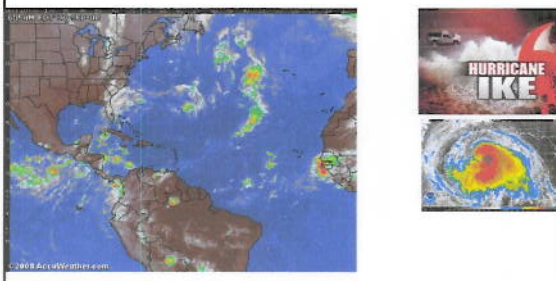
**World Digital Library
(from the United Nations)**

Flash Animations
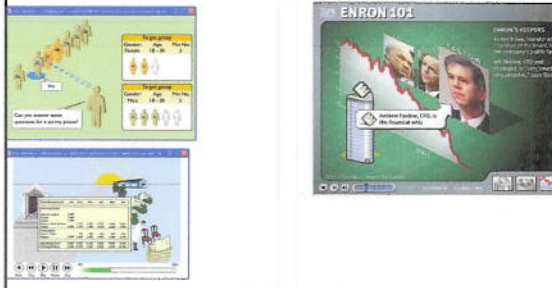
Animations Abound Online!

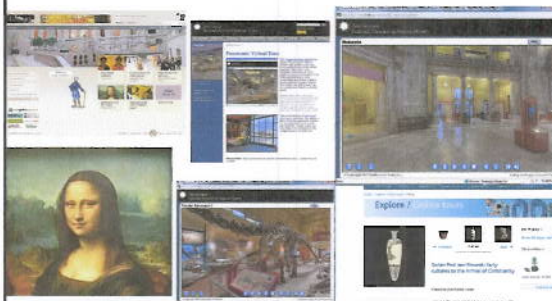
Khan Academy
http://www.khanacademy.org/

Why Use Video?

5. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.

Tour a Museum (e.g., British Museum, Smithsonian, Louvre)

Tour the U.S. Capital

Virtual Archaeology
(e.g., ARCHAVE from Brown Univeristy)

Timeline Tools (e.g., SMILILE from MIT, Learning Tools from UBC)
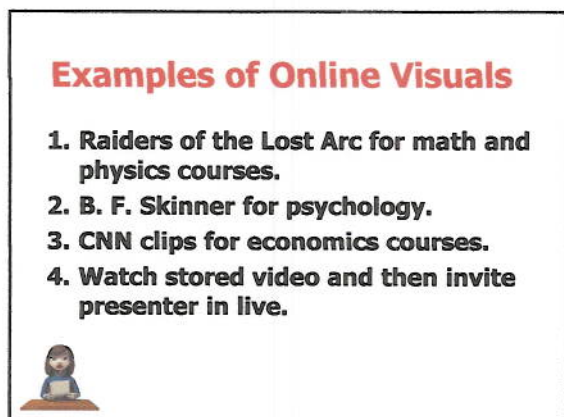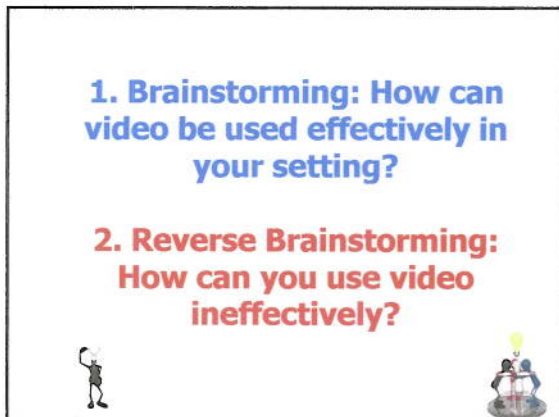

Online Timelines (e.g., US Presidents)

Why Use Video?

6. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.

7. Anchored instruction and macrocontexts: John Bransford and colleagues.

8. Multimedia theory: Richard Mayer.

World Trends and Indices
(e.g. Worldmapper)

Everystockphoto.com
(courses on the Winter Olympics, photography, motivation, geography, Canadian culture, meteorology, physics, etc.)

Learning and Memory Videos

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1. **Brainstorming: How can video be used effectively in your setting?**

2. **Reverse Brainstorming: How can you use video ineffectively?**

What will you learn from this workshop?

1. Learn about technologies for bringing shared video into your classes.
2. Understand the wealth of sites that exist for shared online video.

What will you learn from this workshop?

3. Grasp ways to incorporate shared online video in online courses—there are hundreds of ways to use it pedagogically.
4. Think about future explosion and use of shared online video.

Examples of Online Visuals

1. Raiders of the Lost Arc for math and physics courses.
2. B. F. Skinner for psychology.
3. CNN clips for economics courses.
4. Watch stored video and then invite presenter in live.

What happens when shared online video exists for all course lectures?

- Students learn on own...
- Students, parents, and politicians will question the purpose of the school or universities...
- Students create own degrees...

What happens when shared online video exists for all course lectures?

- Instructors will be replaced...
- Instructors band together to create their own programs and universities...
- Instructor role changes...what is an instructor?

Bonk (2008)

"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."

You Tube
Broadcast Yourself

What happens when shared online video exists for all course lectures?

- Schools and universities will be replaced...
- Schools and universities realize that content is no longer king...
- Schools and universities find that supplemental material wrapped around that content will be king...

"Connected" YouTube Video from Abilene Christian University
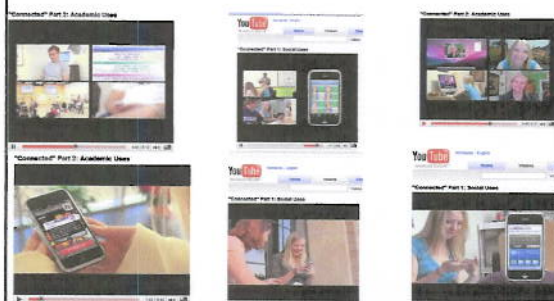
Video Sharing Websites

YouTube Attracts Attention

http://www.usatoday.com/tech/products/2008-10-23-youtube-tv-episodes_N.htm

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Top 10 video sites

How YouTube stacks up to the competition by number of video streams, as of September:

YouTube	5.3 billion
Yahoo	264,266
Fox Interactive[1]	242,444
MSN	164,776
Nickelodeon	162,971
Hulu	142,261
ESPN	127,794
CNN	117,708
MTV	97,207
Disney	87,193

1 – includes MySpace   Source: Nielsen Online

USA Today (October 29, 2008)

http://www.usatoday.com/money/media/2008-10-28-hulu-online-video-sharing_N.htm

Hulu's sharing tools, TV shows help it win online video fans
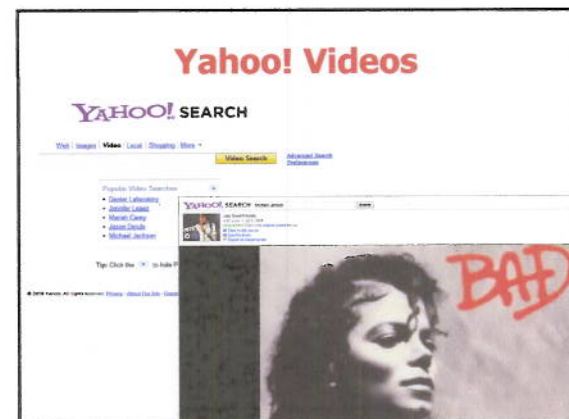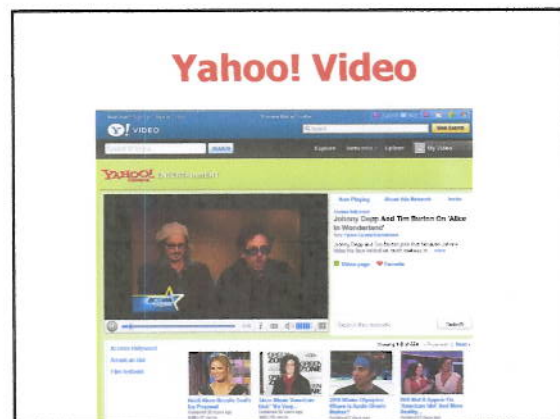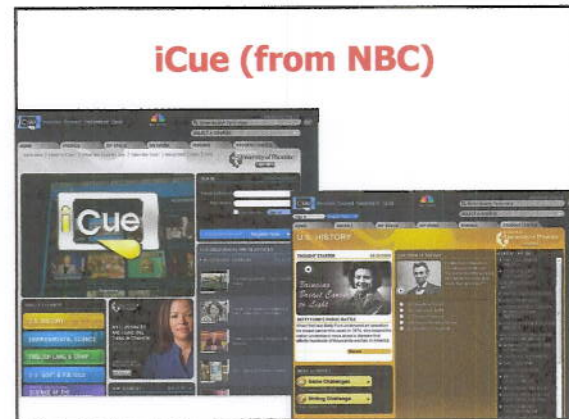

Which of these video sharing sites do you use?

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

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Video Resources and Portals

http://mypage.iu.edu/~cjbonk/youtube_videos.htm

- BBC News: Video and Audio: http://news.bbc.co.uk/2/hi/video_and_audio/default.stm
- BBC News: Video and News: http://news.bbc.co.uk/
- BBC Video Nation: http://www.bbc.co.uk/videonation/
- BigThink: http://bigthink.com/
- CNN.com Video (see also Interactive News and News Documentaries): http://www.cnn.com/video/
- CurrentTV (see also Interactive News and News Documentaries): http://www.current.tv/
- Global Nomads Group: http://www.gng.org/
- Google Video: http://video.google.com/
- MIT World: http://mitworld.mit.edu/index.php
- MSNBC Video (see link to videos): http://www.msnbc.msn.com/
- Nomadsland: http://www.nomadsland.com/
- SciVee: http://www.scivee.tv/
- TeacherTube: http://www.teachertube.com/
- Yahoo! Video: http://video.search.yahoo.com/
- YouTube: http://www.youtube.com/index

BBC News and Video

CNN Video

CNN Video

msnbc tv

iCue (from NBC)

Yahoo! Video

Yahoo! Videos

Google Videos

NASA TV

Academic Earth

Free online video courses from leading universities.

Fora TV

Fora TV
(Howard Gardner and Michelle Rhee)

Fora TV
(academic talks)
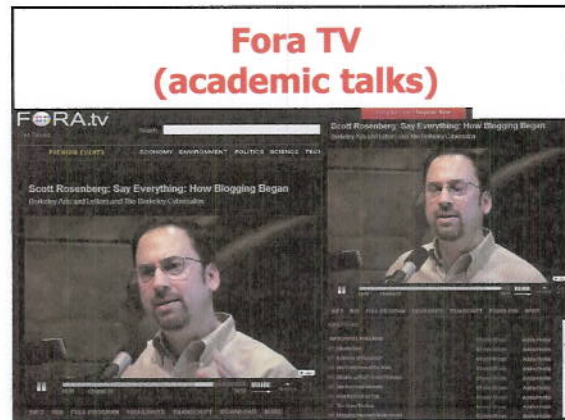
Link TV (Television without Borders)

Link TV: Global Link of World Educators (GLOWE)

Explore Series (Annenberg)

Explore Series

- **explore's** growing library consists of more than 250 original films and 30,000 photographs from around the world. We showcase our work at film festivals, on over 100 public broadcast and cable channels, and on numerous online destinations including **explore.org**, Snag Films, Hulu and TakePart.

Explore Series

"At explore we are archivists," explains founder Charles Annenberg Weingarten. "We strive to create films that allow the viewer to join us on our journey as we go on location and experience what unfolds. It's like the viewers are traveling with the team."

Explore Series

"explore features a wide range of topics—from animal rights, health and human services, and poverty to the environment, education, and spirituality. Delivered in short, digestible bites, explore films appeal to viewers of all ages, from children learning about other cultures for the first time to adults looking for a fresh perspective on the world around them."

Explore Series

"explore films include: a woman in Mumbai who has dedicated her life to rescuing young women from prostitution, a priest in Los Angeles who helps gang members reintegrate into society, a project to protect wild mountain gorillas in Rwanda, and an environmental university in Costa Rica that focuses on sustainable development."

Explo.TV

US Antactica Webcam

Real Explorer or Teacher Interaction
Jean Pennycook (Geographical blogging)
http://www.penguinscience.com/clim_change_ms.php

Edutopia

Big Think (short topical videos from famous people)

BookTV (author interviews)

Videos on Book Websites
(e.g., Brain Rules, John Medina)

MIT World
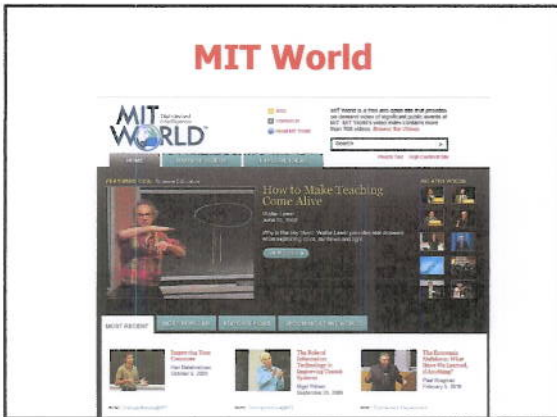
TED Conference (Technology, Entertainment, and Design)

WonderHowTo

Howcast

ClipChef

TV Lesson (expert videos)

Current TV

**Current TV: Individual Produced Videos (Pods)
(e.g., African School Dream in CurrentTV)**
http://current.com/items/77146082_african_school_dream

Nomadsland

**Vimeo (Yan Chun Su)
http://vimeo.com/10359116**
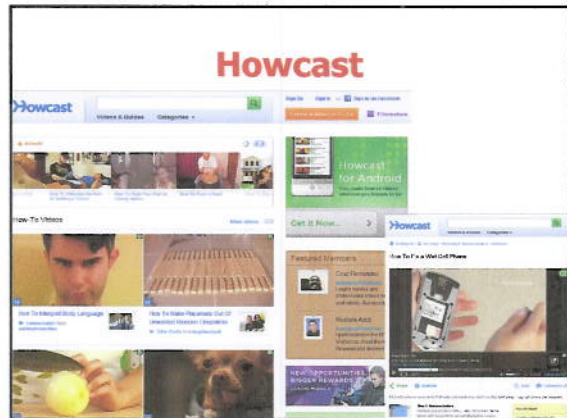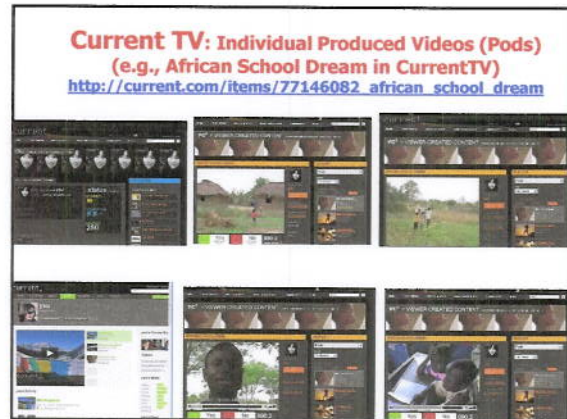
Blip.tv videos in Creative Commons

Monkey See: Shared Online Video Demonstrations
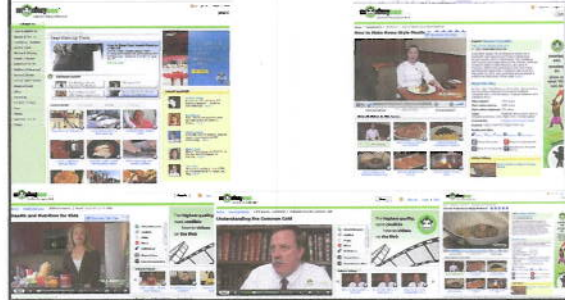
iVideosong
August 25, 2008, USA Today

Learn guitar from rock gods on

Music recording artist John Oates of the band Hall & Oates breaks down his technique on the '70s hit *She's Gone* in his iVideosong entry.

Music recording artist Graham Nash takes viewers through *Teach Your Children*, a song he wrote for Crosby, Stills, Nash & Young's *Deja Vu* album in 1970.

doFlick Demo Videos

SciVee (Pubcasts!)
(videos of scientific papers and science)
NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify research papers.

Online Research Channels
(Research Channel, UChannel)

YouTube EDU Page

Best Academic of YouTube
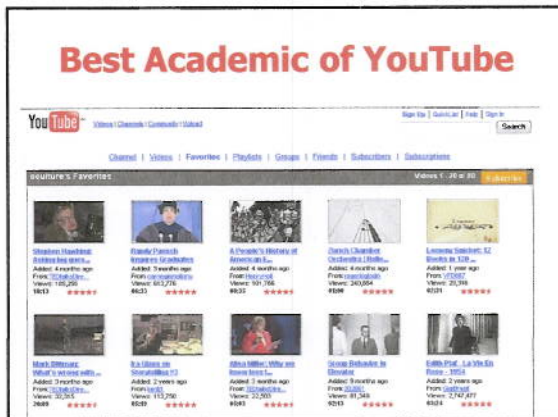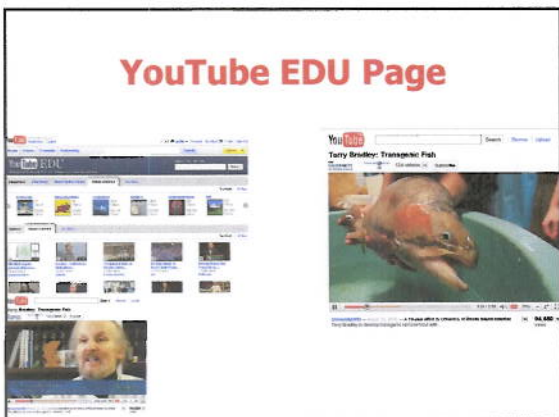
TeacherTube

TeacherTube

- Functionality of YouTube
- Specific mandate to keep content "safe"
- ~20,000 videos (Downes, 2008)
- Selected videos = 500,000+ views
  - E.g., Pay Attention = 1,300,000+ views (February 27, 2010)
- "Celebrities"
  - Mrs. Burk – "the rapping math teacher"
  - Mrs. Burk Perimeter Rap = 650,000+ views (February 27, 2010)

University Shared Online Video Sites

The Royal Channel in YouTube

Medical Animations in YouTube

Global Nomads Group
http://www.gng.org/home.html

Vodcast for Medical Training

Synchronous & Async Events
(e.g., Breeze + Video + Online Forum + e-Papers)

Synchronous Session with Guest Expert

Chatroulette Lures Students With Low-Stakes Socializing
Marc Parry, Chronicle of HE, April 25, 2010
http://chronicle.com/article/Students-on-Chatroulette-Fuel/65227/

Chatroulette's platform is simple: video feeds of the people on either end of the virtual conversation and a box to type in. From his living room, Thomas Park uses Chatroulette, which pairs strangers through their Webcams, in an anthropology project at Kansas State U.

Broadcast Surgeries

Evaluating an In-Vivo Surgical Training Demonstration over Broadband Internet

What will happen in the future?
Best Guesses...

Videoconferencing and Telepresence

OpenCourseWare Video Browser
(New Ways to Find Lectures)

Sony Shows Off Paper-Thin, Bendable Video Display

Research on YouTube and Use to Anchor Instruction

The purpose of this survey research was to understand to what extent adult users share, watch, create, comment on, and subscribe to YouTube videos.

Recruitment and Survey
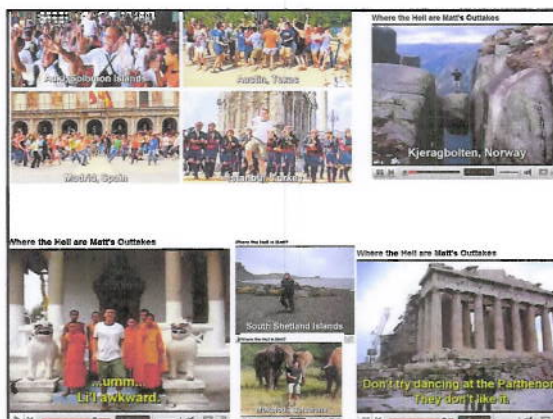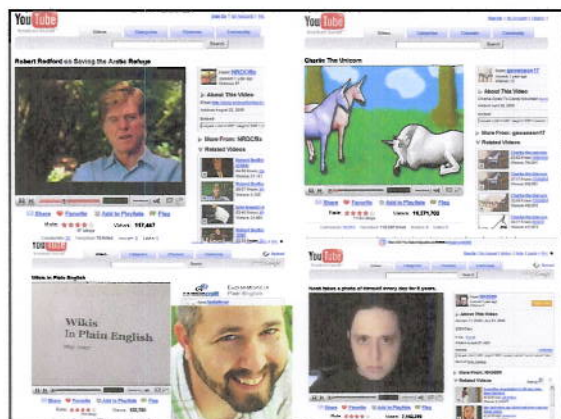
Findings - Education

Reasons cited for watching YouTube videos

Education	Masters and above	College and less
Need for knowledge	56%	46%
Recommend by others	53%	46%
Research	49%	33%
Potential of video	32%	21%
Experimentation	32%	23%
Fun	55%	62%
Boredom	17%	27%
Viewing favorite video	16%	26%

Findings - Age

Reasons cited for watching YouTube videos

Age	Over 35	Less than 34
Need for knowledge	56%	46%
Recommend by others	53%	45%
Research	48%	35%
Controversial topic	32%	24%
Experimentation	33%	21%
Fun	53%	66%
Relaxation	36%	44%
Boredom	13%	34%
Viewing favorite video	17%	24%
Class requirement	10%	23%

How often do you watch YouTube videos

Bar chart values:
- 1-2 per day: 6.06%
- 1-3 per week: 33.86%
- 4-6 per week: 15.49%
- Fewer than 1 per week: 33.57%
- More than 2 per day: 5.66%
- Never: 5.36%

When are you most likely to watch YouTube

Bar chart values:
- 6 am to 12 noon: 10.72%
- 12 noon to 6 pm: 20.46%
- 6 pm to 12 pm (midnight): 59.19%
- 12 pm (midnight) to 6 am: 4.97%
- Never: 4.67%

How long is an ideal YouTube video?

Bar chart values:
- 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%

Findings...

- **Length:** Videos of 1-4 minutes are ideal.
- **Content:** Those that are humorous, informative, current, interesting, and engaging are preferred by learners.
- Such viewing tends to take place at night; typically, between 6 pm and midnight.
- **Motivation:** varied by age and education

Findings - Education

Reasons cited for creating YouTube videos

Education	Masters and above	College and less
Experimentation	55%	42%
Sharing knowledge	48%	37%
Sharing information	41%	33%
Research	41%	19%
Educating a small class	39%	20%
Potential of videos	34%	21%
Making global contribution	29%	22%
Educating people of the planet	27%	16%
Building resumes	14%	8%
Boredom	8%	12%

Findings - Age

Reasons cited for creating YouTube videos

Age	Over 35	Less than 34
Experimentation	54%	43%
Sharing knowledge	47%	39%
Research	35%	27%
Educating a small class	36%	25%
Making global contribution	28%	22%
Educating people of the planet	25%	18%
Fun	43%	59%
Classroom requirement	10%	23%
Impressing others	9%	20%
Boredom	6%	14%

Social Aspects of YouTube

Tool use	
Shared a video with others	77%
Added a video to your favorite	46%
Commented on a video	30%
Posted a video response	22%
Created a video	18%
Subscribed to a channel	17%
Flagged a video as inappropriate	6%

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More Findings...

- The majority of students have watched and shared them.
- Reasons to create varied by age and education
- Most people do not create or comment on YouTube videos
- Not a social-networking site

Bonk (2008)

"What is perhaps most important is for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results. Anchored instruction is now a tool we all can use in nearly any lesson to make it come alive."

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.

Sample YouTube and Other Videos for Learning and Cognition Class

- **Memory Check:** http://www.youtube.com/watch?v=CJ2MP5eJ3TU
- **Brain Man: The Boy with the Incredible Mind:** http://www.youtube.com/watch?v=LU9pcPDvQWg or http://www.youtube.com/watch?v=AbASOcqc1Ss&feature=related
- **Mind Mapping with Tony Buzzan** http://www.youtube.com/watch?v=MlabrWv25qQ
- **Improve Your Memory:** http://www.youtube.com/watch?v=k8D8WRgVJA0
- **How your memory work?:** http://www.youtube.com/watch?v=2vrVXWjKdQo
- **Robots:** http://www.youtube.com/watch?v=rokOtmUhos0
- **Asimo Running:** http://youtube.com/watch?v=wSTex0Vfy9o
- **Operant Conditioning:** http://www.youtube.com/watch?v=I_ctJqjlrHA&feature=related
- **B. F. Skinner Modelagram:** http://www.youtube.com/watch?v=mm5FGrQEyBY&feature=related
- **3 Chain Behavior:** http://youtube.com/watch?v=XpbBgxvVJeM&mode=related&search
- **George Siemens, The Changing Nature of Knowledge** (4 short videos): http://www.homozappiens.nl/node/77/play

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Learning and Memory Video: B. F. Skinner

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2. Online Video Ender

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

Learning and Memory Video: Daniel Tammet

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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.

Learning and Memory Video: John Watson, Behaviorist

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

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.

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

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.


Table 1. Ten Anchors and Enders: Instructor Centered

Pedagogical Activity	Brief Description of the Idea
1. Online Video Anchoring	Online videos are used as an anchor or advance organizer of a class lecture.
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 Discussion	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	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.

Table 2. Ten Anchors and Enders: Learner Centered

Pedagogical Activity	Brief Description of the Idea
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 Demonstrators	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. Anchor Sharing and Rating	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.

How about a "Top Three" activity?

3 3 3 3 3 3 3 3 3 3
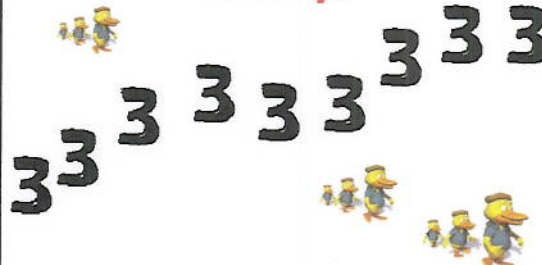
Bonk (2008)

"There are many uses for YouTube and other videos for learning—some will use them as anchors and others as enders. Whatever the use, we have just seen the start. In coming years, shared online video content may entail more than one-third of the content of courses in higher education. This is not insignificant."

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. Students tend to watch videos between 6 pm and midnight.

Advice and Guidelines

5. Students are much more likely to watch and share videos than create them.
6. Considering offering online video creation as an option—can foster student creativity.

Advice and Guidelines

7. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
8. Watch and approve all videos before selecting.

Advice and Guidelines

9. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
10. Have back-up videos in case do not work or are taken down.

Advice and Guidelines

11. Have a guidesheet, job aid, or scaffold to help students evaluate the validity of sources (issues of credibility/authority, quality, design, etc.)

Advice and Guidelines

12. Explore online portals for shared videos that can be used in class.
13. Post the video URLs to the Web for exploration.

Video

Advice and Guidelines

14. Many unconventional videos might be used to emphasize key points from class (e.g. old television programs or other non-educationally produced).

Advice and Guidelines

15. Have students rate the videos at the end of the semester.
16. If it is a blended course, consider using the videos to start or end the class as an anchor or instruction. Or perhaps pause the video while playing and reflect on key concepts.

Advice and Guidelines

16. Do not simply use such videos; instead embed higher-order thinking activities (pause & reflect).
17. Embed reflection or pro and con reflection debates on the videos. Foster interactivity in the class.

Advice and Guidelines

18. Check any legal issues with use or distribution of shared online videos.

19. If students are creating shared online videos, you might have an event wherein they are shared.

Advice and Guidelines

20. There's also live videoconferencing with experts. This is just a start. Think about the future!

Bonk (2008)

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

The Ten Forces that Flattened the World

Triple Convergence: (1) new economic players, (2) playing fields, and (3) processes.

1. 11/9/89: Berlin Wall came down
2. 8/9/95: Netscape went public
3. Work Flow Software (e.g., PayPal and eBay)
4. Open-Sourcing (Self organ collab communities; Mosiac, Apache, Wikipedia, Linux, Mozilla)
5. Outsourcing (Y2K)
6. Offshoring (e.g., China, Mexico, Thailand)
7. Supply-Chaining (e.g., Walmart)
8. Insourcing (UPS fixing Toshiba laptops)
9. In-forming (e.g., Google, Yahoo!, MSN Web Search)
10. The Steroids: Digital, Mobile, Personal, and Virtual (wireless, file sharing, VoIP, video camera in phone)

Michael Perham & Zac Sunderland,
Summer 2009 (each age 17, youngest person to sail solo around the world..and blog on it, use Skype, YouTube, take videos, post pictures, now Abby Sunderland age 16, Minoru Saito, age 75, oldest solo sailor)
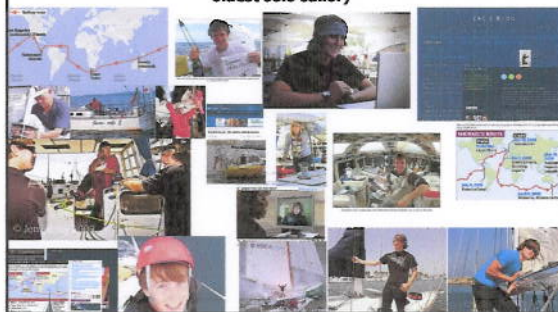
WE-ALL-LEARN:
Ten Forces that Opened the Learning World

- **W**eb Searching in the World of e-Books (i.e., Darwin)
- **E**-Learning and Blended Learning
- **A**vailability of Open Source and Free Software (e.g., Moodle)
- **L**everaged Resources and OpenCourseWare (e.g., MIT)
- **L**earning Object Repositories and Portals (i.e., shared content)
- **L**earner Participation in Open Info Communities (YouTube)
- **E**lectronic Collaboration and Interaction (sync and async)
- **A**lternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)
- **R**eal-Time Mobility and Portability (e.g., iPhone)
- **N**etworks of Personalized Learning (Blogs, RSS)

Triple Learning Technology Convergence of "WE-ALL-LEARN"

1. **Pipes:** The availability of tools and infrastructure for learning.
2. **Pages:** The availability of free educational content and resources (OER—Open Educational Resources).
3. **Participatory Learning Culture:** A move towards a culture of open access to information, international collaboration, and global sharing.

Opener #1. Web Searching (e.g., Google, MSN, Yahoo!) in the World of e-Books (i.e., Darwin, Shakespeare, etc.)

First iPad buyers excited, curious
By Brandon Griggs and John D. Sutter, CNN, April 3, 2010

Opener #2. E-Learning and Blended Learning

Letter from Bill Gates about online learning (January, 2010)
http://www.gatesfoundation.org/annual-letter/2010/Pages/education-learning-online.aspx

Adora Svitak, age 12, World's Youngest Teacher

iSMART: Integration of Science, Mathematics, and Reflective Teaching (iSMART) is a FREE 2-year online graduate program for middle school science and mathematics teachers in Texas, University of Houston

http://www.coe.uh.edu/mycoe/CUIN/math/iSMART%20flyer4.pdf
http://www.coe.uh.edu/mycoe/CUIN/math/ismart.cfm

Opener #3. Availability of Open Source and Free Software (e.g., Linux, Apache, Moodle, Sakai)

Moodle (32+ million registered users in 208 countries, 3+ million courses, 2/6/2010)

Opener #4. Leveraged Resources and OpenCourseWare (OCW) (e.g., free courses from MIT, Utah State, CORE, OOPS)

Sample OpenCourseWare Projects
(Tufts, Johns Hopkins)

Opener #5. Online Learning Object Repositories and Portals (shared content)

The Learning World is Open

A Single Group Helps Trigger an Online-Publishing Explosion

The Public Knowledge Project, a nonprofit group, estimates that the online-publishing software it offers free has given rise to more than 5,000 open-access academic journals around the world. Below is their geographic distribution, by continent, as of last month.

Tracking Live Internet Thawing: A Colossal of an Idea

Ida (a transitional species)
47-Million-Year-Old Darwinius Masillae Fossil the Missing Link? (wowOwow, May 20, 2009)

Opener #6. Learner Participation in Open Information Communities (e.g., Slashdot, Digg, Wikipedia, YouTube)
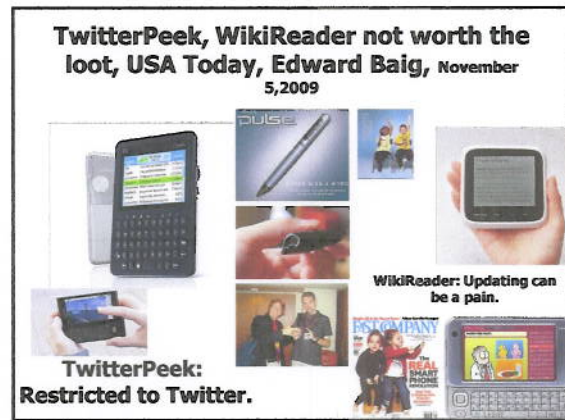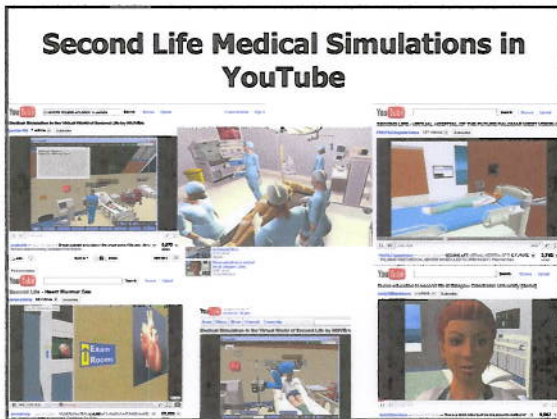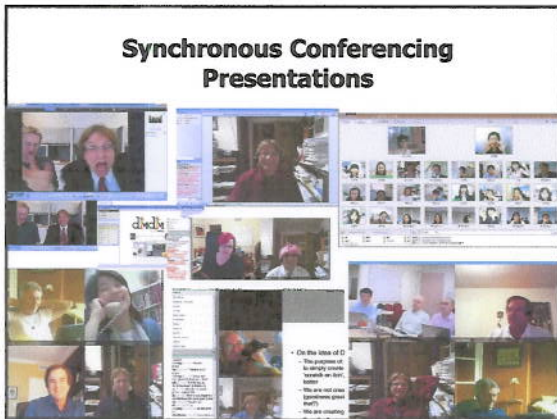
The Learning World is Open

Conference to Conference
(You Ustreamed my Ustream: Now that's a Twitter of an Idea)

Opener #7. Electronic Collaboration and Interaction (synchronous & asynchronous)

The Learning World is Open

Synchronous Conferencing Presentations

Opener #8. Alternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)

The Learning World is Open

Second Life Medical Simulations in YouTube

Opener #9. Real-Time Mobility and Portability (e.g., iPhone, low cost wireless devices)

The Learning World is Open

Video on iPhone

TwitterPeek, WikiReader not worth the loot, USA Today, Edward Baig, November 5, 2009

WikiReader: Updating can be a pain.

TwitterPeek: Restricted to Twitter.

Opener #10. Networks of Personalized Learning (Blogs, Podcasts, MySpace, Flickr, and RSS)

The Learning World is Open

September 30, 2009
the Samsung DualView TL225

Now for the big questions...!!!
99 Second Reflection!!! Jot down 3 things you learned.

Now for 2 Minutes: Share your ideas with someone next to you and agree on three things maximum per category.

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
The World is Open.

Stop and Share: Top Three Things Learned!