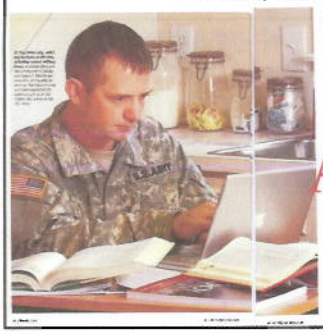
Blended Learning A to Z (Including Recent Movements into Shared Online Video)

Curt Bonk, Professor, Indiana University
President, CourseShare, Inc.
cjbonk@indiana.edu
http://mypage.iu.edu/~cjbonk

Who is demanding fully online and blended learning?

Those in the Military!

Going the Distance, Elizabeth Millard, University Business, March 2011



Going the Distance

Campus leaders are deciding whether to centralize or decentralize distance education operations, with some even choosing both.

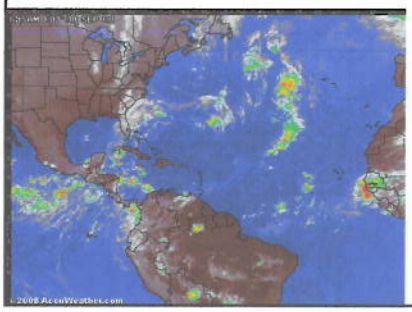
Athletes and Performers

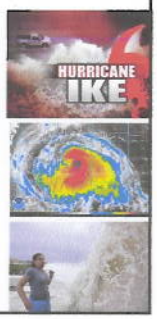
Going the Distance, Elizabeth Millard, University Business, March 2011

Who Else Needs Blended and Online Learning?

Those where there are diseases and outbreaks…

Those in hurricanes (e.g., Katrina, Ike, etc.)!





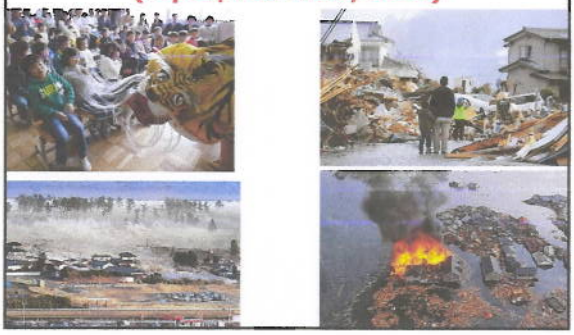
Those in earthquakes (e.g., Chile, China, Haiti)…

Those in Snowmegeddon, DC winter of 2010

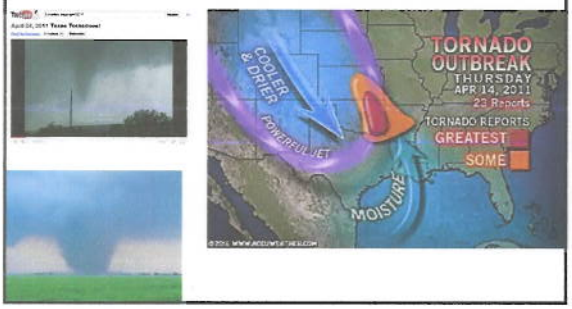
Those effected by volcanos, April 2010…

Those stuck in airports the "Groundhog Day Blizzard" of February 2011 (Jan 31-Feb 2nd)

Those in tsunamis?
(Japan, March 11, 2011)



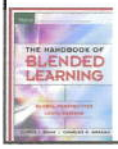
Those avoiding going outside during a tornado (April 24, 2011)



Blending Online Is the Solution!

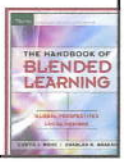
What I will discuss...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning



Handbook of Blended Learning (HOBLe)

- University of Phoenix, Capella University, JIU, National University
- Microsoft, IBM, Sun, Cisco, Macromedia, Oracle, WebCT
- The World Bank, the DOD in USA
- In Canada: York University and the University of Calgary
- Other universities in Japan, Korea, Malaysia, Singapore, China, NZ, South Africa, Israel, Mexico, Australia, Wales, England, USA



Blended Learning Defined and Explained

Myth #1: People will know what I am saying when I say "blended learning."
Myth #2: Blended is the same as "hybrid."
The Sloan Consortium

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.

Myths #3: Blended learning is easy to define.
Myth #4: Blended learning is hard to define.
Blending Online and F2F Instruction

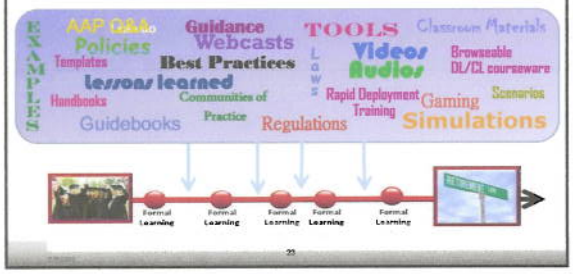
- **"Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)**

Trying to Define it is a Trap!!!

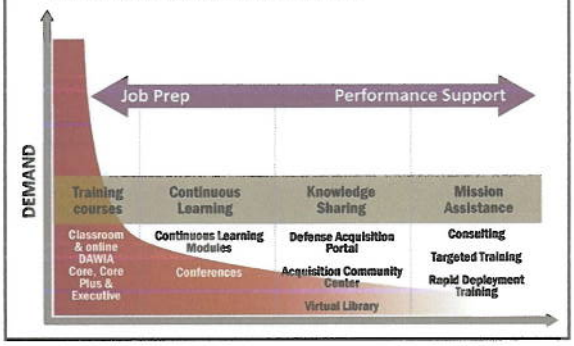
A Rebel From Another Galaxy, March 14, 2010
By Andrea Fuller

We Support the Job 24/7!

DAU provides learning and job support assets needed to "Fill the Gaps" supporting learning "On the Job"



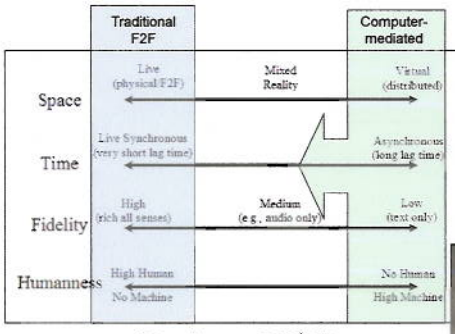
The Long Tail of Learning at DAU



DAU Description of Blended Learning

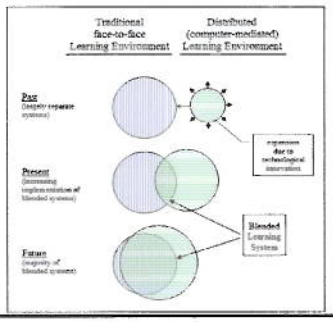
"We blend classroom and on-line by requiring the use of on-line knowledge assets to complete the classroom course. We also blend on-line pre-requisite courses prior to classroom follow-on courses."

Christopher R. Hardy, Ph.D.
Director, Global Learning and Technology Center (May 9, 2011)

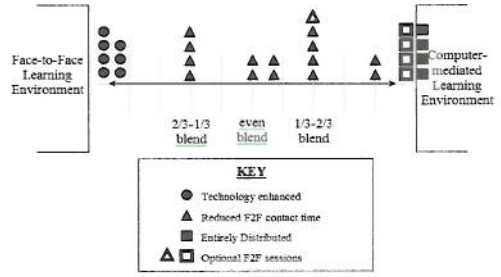


(Graham, 2006)

Historical Emergence of Fully Online and Blended
(Graham, 2006)



Myth #5: Knowing "how much" to blend is vital.
Range of Blends in Pew Cases



Source: Graham, C. R., & Allen, S. (2005). Blended learning: An emerging trend in education. In C. Howard & J. V. Boettecher & L. Justice & K. D. Schenk & P. L. Rogers & G. A. Berg (Eds.), *Encyclopedia of Distance Learning* (pp. 172-179). Hershey, PA: Idea Group Inc.

Myth #6: Blended learning works everywhere.
Where is Blended Beneficial?

- **Large Classes (spanish, intro psych, algebra, elementary statistics, biology)**
- **Classes with working students**
- **Students spread over a distance**
- **Classes with certification**
- **Classes with need for standardization**
- **New requirements for a profession**
- **Writing intensive classes**
- **Theory classes**

Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

- **Put assessments/reviews online**
- **Follow-up in community of practice**
- **Put reference materials on Web**
- **Deliver pre-work online**
- **Provide office hours online**
- **Use mentoring/coaching tool**
- **Access experts live online**
- **Use e-mail and instant messaging**

Myth #7: People learn more in face-to-face settings than blended or fully online ones.

Fully Online and Blended Learning Advantages

1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more

Myth #8: Trainers can have a logical discussion with administrators about blended learning.

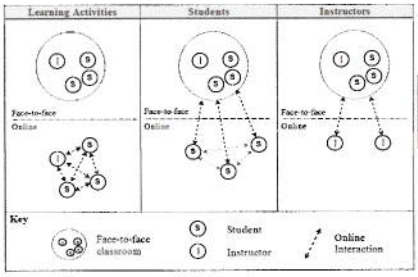
Models of Blending

Blending occurs at the following four levels:

1. Activity- and Course-Level Blends

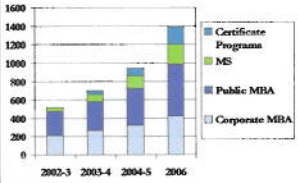
Blended learning systems: Definitions and directions

(Osguthorpe & Graham, 2003)



3. Program-level blending (blend same for all participants)

Kelley Direct Online MBA (IU)



KELLEY SCHOOL OF BUSINESS

INDIANA UNIVERSITY

Myth #9: There is a best model of blended.

AMA Special Report, Effectively Implementing a Blended Learning Approach

(Steven Shaw & Nicholas Igneri, 2006)

Source: American Management Association, AMA at Work

Framework for organizational development through training

Assess, Learn, and Apply

(Copyright Microsoft, Ziob & Mosher, 2006; Handbook of Blended Learning)

4. The Open U Malaysia
(from Abtar Kaur)

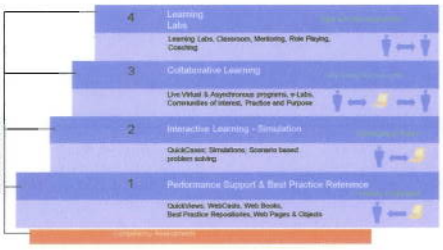
- Started August 2001 : approx. 800 students
- Total students (2005): approx. 33,000
- Total students (2010): over 85,000
- Total full-time academic staff : 60
- Total part-time academic staff (tutors): approx 3,000
- 33 Learning Centres (7 Regional Centres)
- Pedagogical approach: Blended Learning

4. Institutional-level Blending
(Brian Linquist, University of Phoenix)

- Completely online courses
- Residential F2F courses
- Blended Courses
  - *Local Model* = 5 week courses with first and last week F2F
  - *Distance Model* = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)

Myth #9: Blended learning in higher education is vastly different from the training world.

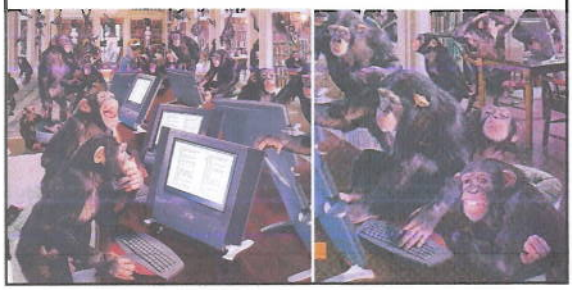
The IBM Four Tier Learning Model.
Blending Learning for Business Impact – IBM's case for learning success. *Nancy Lewis, VP, & Peter Orton, IBM*



Myth #10: If you read the enough research you will be able to know the impact of blended learning.

1. **Improved Pedagogy**
   - Interactive vs. Transmissive environments
   - Authenticity integration into work
2. **Increased Access/Flexibility**
   - Reduced seat time courses – UCF M courses
3. **Increased Cost Effectiveness**
   - Corporate: ROI – IBM 47:1, Avaya, Microsoft
   - Higher Ed: PEW Grants

Part II: 13 Fully Online and Blended Learning Problems and 35 Solutions



Problem Situation #1: Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.

Ok, Million Dollar Question: What can you do in 1 week?

Blended Solution #1+. Sample Activities for Brief Meetings

1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student
10. Brainstorm how might use technology in program.

Problem Situation #2: Student Absenteeism

- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.

Blended Solution #2. Post Courses in YouTube and iTunes (e.g., Berkeley)

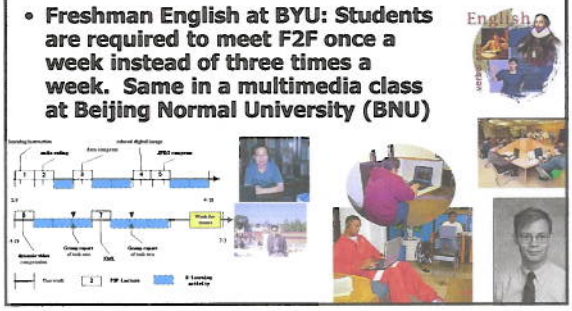
Problem Situation #3: Facilities and Time

- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.

Blended Solution #3. Webcast Lectures ands Videostream for Remote Students (Tegrity, Echo360, Mediasite, etc.)

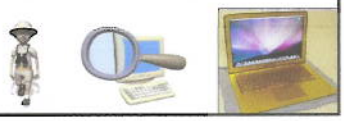
Blended Solution #4.
Alternating FTF and Online Classes

- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Same in a multimedia class at Beijing Normal University (BNU)



Problem Situation #4:
Web Supplemental Activities

- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.

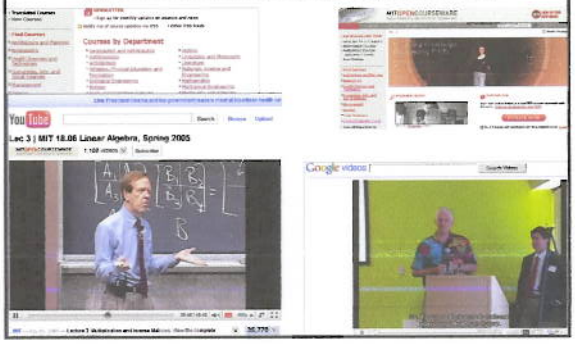


Blended Solution #5. Podcast Shows

Blended Solution #6.
Online Portal Explorations

Blended Solution #7. Open Source Photography (e.g., Flickr, Everystockphoto.com; courses photography, motivation, geography, culture, meteorology, physics, etc)

Blended Solution #8. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

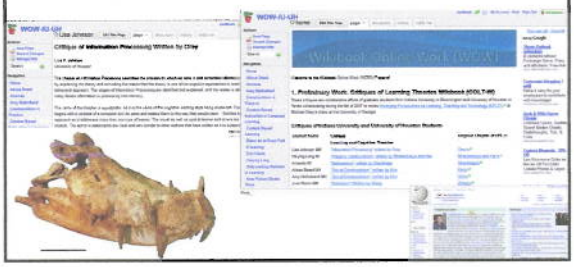


Problem Situation #5: Student Learning Control

- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.

Blended Solution #9. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia



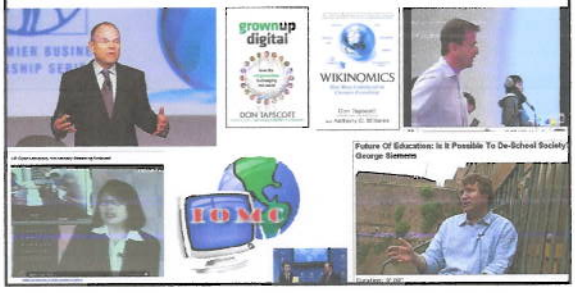
Blended Solution #10. A Blended Case Example – Krispy Kreme Management 101

Problem Situation #6: Preparedness for the Profession

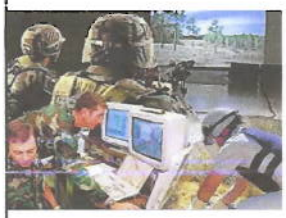
- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.

Blended Solution #11. Online Professional Development (e.g., STARLINK, *www.starlinktraining.org*)

Blended Solution #12. Bridges to World of Expert and Practitioners (e.g., Watch or Listen to Online Conferences, Expert blogs, chats, interviews)



Blended Solution #13. Simulations and Executive Coaching

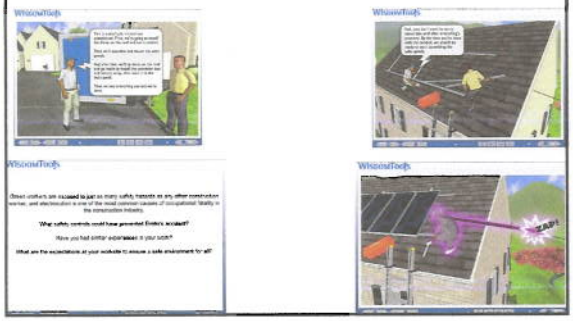


Patriot Academy conduct near-and-far security

Blended Solution #14. Virtual Worlds

(e.g., Dr. Monica Rankin's class, UT Dallas, Cuban Revolution)
http://www.youtube.com/watch?v=D4uBhZN9Oos

Blended Solution #15. Scenario skills training from Wisdom Tools



Blended Solution #16. Case and Scenario Learning (Kelley Direct, IU)

Problem Situation #7: Collaborative Skill Deficit

- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.

Blended Solution #17. Team and Individual Case Reflections (Kelley Direct, IU)

Blended Solution #18. Simulation Games

Blended Solution #19. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

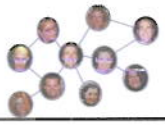
Problem Situation #8: Student Reflections and Connections

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

Blended Solution #20. Expert Video Reflections and Scaffolds online (e.g., A Blended Case Example – Lilly Strategic Negotiation Training)

Problem Situation #9: Learning Community

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.



Blended Solution #21. Working In Virtual Teams (e.g., Collanos, Ning, Groove, SharePoint, Google Docs)

Ning

Problem Situation #10: Need to Visualize Content

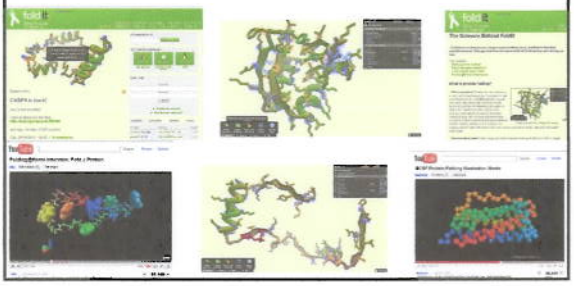
- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.

Blended Solution #22. Mock Tours and Operations

Blended Solution #23. Simulations and Virtual Worlds Online (e.g., OpenSimulator http://opensimulator.org/wiki/Main_Page)

Blended Solution #24. Videos and Simulations (e.g., Foldit; puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) http://fold.it/portal/

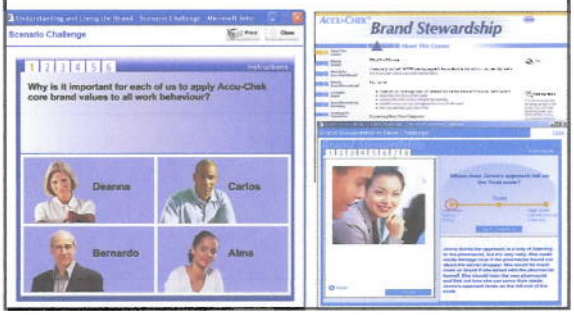
http://www.youtube.com/watch?v=swEc_sUVz5I (visual excerpt from interview below: 1.23 minutes)
http://www.youtube.com/watch?v=EZ1XuOgknuE&feature=fvw (Stanford Project interview: 5 minutes)



Problem Situation #11: Need for Hands-On Learning

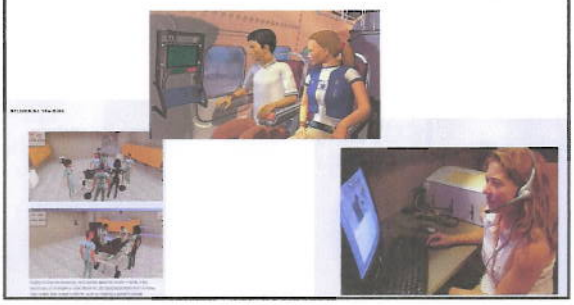
- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

Blended Solution #25. A Blended Case Example – Roche Brand Stewardship



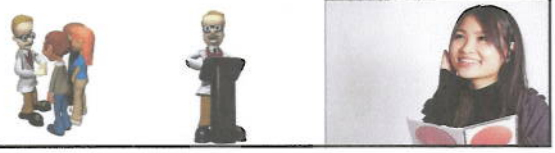
Blended Solution #26. Online Acounting Lessons
(e.g., Lyryx; https://lifa.lyryx.co)

Blended Solution #27. Educational Simulations



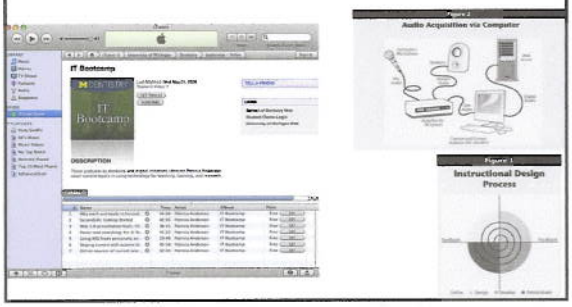
Problem Situation #12: Preference for Auditory Learning

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.

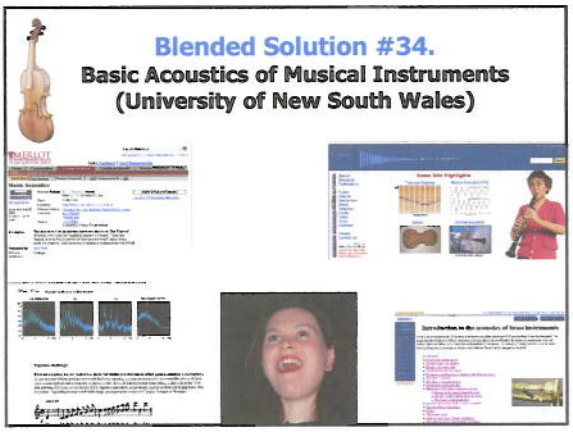


Blended Solution #28. Listen and Reflect on Book Author Podcasts

Blended Solution #29. Podcasting Lectures
(e.g., School of Dentistry, University of Michigan)

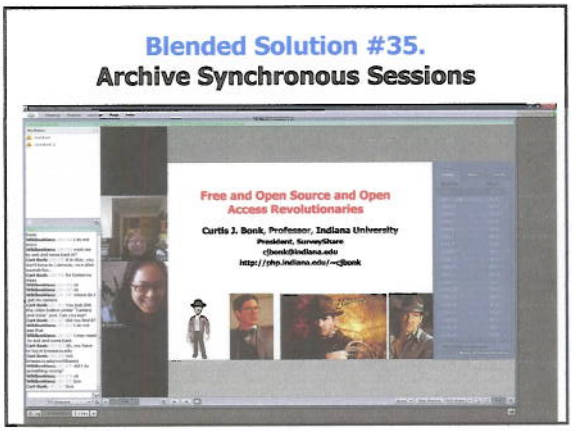


Blended Solution #33. Online Language Learning and Conversations
(e.g., PalTalk, iTalki, Palabea, Babbel)



Problem Situation #13: Lack of Instructor Presence

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.



Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

Again, this talk covered…

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Predictions for blended learning
6. Challenges for blended learning

Poll #1: How many ideas did you get?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2…just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.

Phillips 66

6 minute Brainstorm:

In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas...

Stand and Share Ideas

- **Will Work:** _____
- **Might Work:** _____
- **No Way:** _____

Part II. The Age of Shared Online Video

Technology
Let's Think Outside the Box!

(For 99 Seconds—how can video be used for learning and what might students today prefer to use?)

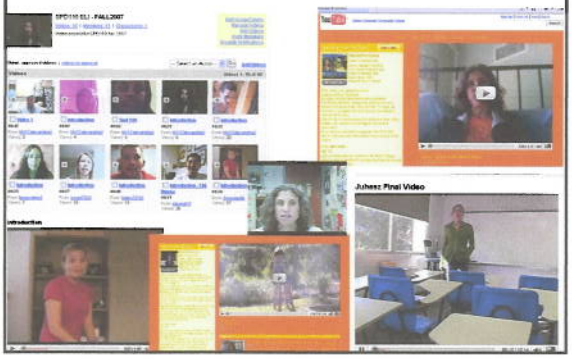
Bonk (2008)

"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."

YouTube
Broadcast Yourself

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

YouTube as Class



YouTube Growth

Randy Pausch's last lecture

April 2008	October 2008	April 27, 2011
~2 millions	~7.5 millions	~13.1 millions

January 2008

~79 million viewers watched more than 3 billion user-posted videos on YouTube

(Yen, 2008)

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**

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

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

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

Video Calling/Conferencing/Webcaming
December 20, 2010: Skype for iPhone adds two-way video calling, CNet Reviews

February 16, 2011
How Bill Gates' Favorite Teacher Wants to Disrupt Education, *Gregory Ferenstein*, Fast Company

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

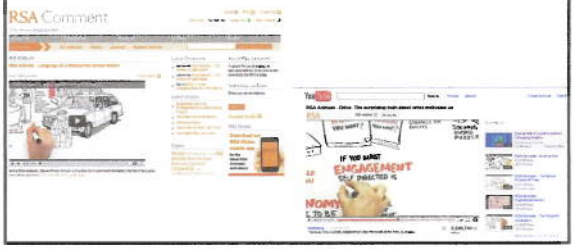
Multimedia Enhancements and Trends

Multimedia Enhancements and Trends

Multimedia Enhancements and Trends

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/



Graphic Facilitation of Speeches (e.g., ImageThink)

http://www.imagethink.net/
http://imagethink.squarespace.com/line-by-line/2011/3/1/second-international-conference-of-e-learning-and-distance-e.html

February 27, 2011

Actually Going to Class, for a Specific Course? How 20th-Century. New learning technologies prompt a rethinking of traditional course structure, Chronicle of HE, Jeffrey R. Young

"There's not really much need for teachers anymore," since so much material is online, says Dekunle Somade, a senior at the U. of Maryland at College Park.

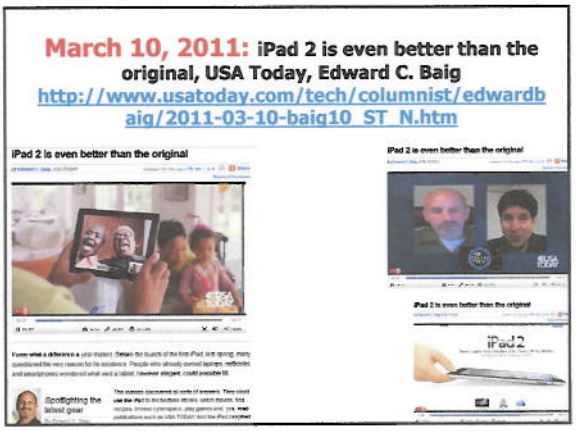
Group Video Chat, February 28, 2011:

SocialEyes delivers group video chat , USA Today, Feb 28, 2011, Jon Swartz, http://www.socialeyes.com/

March 3, 2011: Curt Bonk, Class Guest, William and Mary

March 9, 2011: Zite takes your Twitter life and turns it into news you can use: Free new app personalizes news for iPads based on Twitter activity, Jon Swartz, USA Today
http://www.usatoday.com/printedition/money/20110309/zite09_st.art.htm#

March 10, 2011: iPad 2 is even better than the original, USA Today, Edward C. Baig
http://www.usatoday.com/tech/columnist/edwardbaig/2011-03-10-baig10_ST_N.htm



March 31, 2011: Guest presentation from March Curcher, Global Learn, Melbourne

April 21, 2011: Apple iPad 2 stars in vacation videos, Jefferson Graham
http://www.usatoday.com/tech/news/2011-04-20-ipad2-videos.htm

April 25, 2011: Guest presentation from Ken Carroll from ChinesePod

April 27, 2011: Space tourism comes closer to fruition, USA Today, Charisse Jones
http://www.usatoday.com/travel/flights/2011-04-26-space-tourism-travel_n.htm

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. 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.

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.

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.

Which of these video sharing sites do you use?

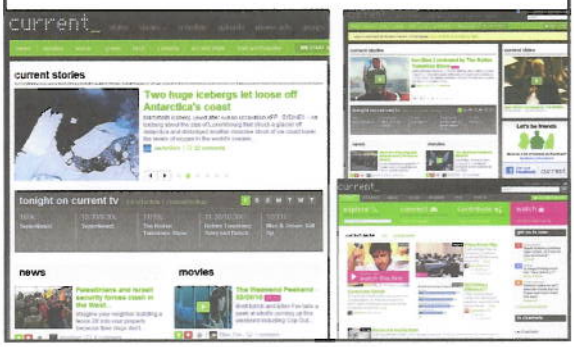
1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Fora TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong

Video Sharing Websites

CNN Video and MSNBC

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

Current TV



MIT World

TED:
Technology, Entertainment and Design

YouTube EDU Page

Academic Earth

TV Lesson (expert videos)

Big Think (short topical videos from famous people)

Fora TV

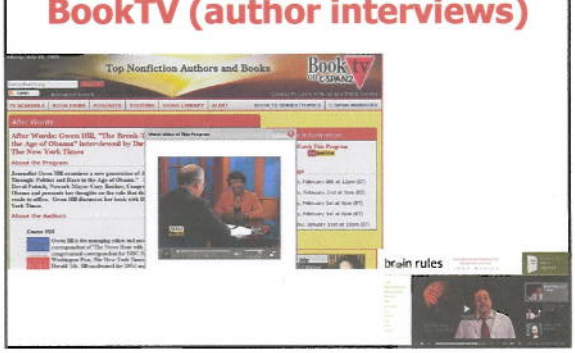
Link TV
(Television without Borders)

Explore Series

University Shared Online Video Sites

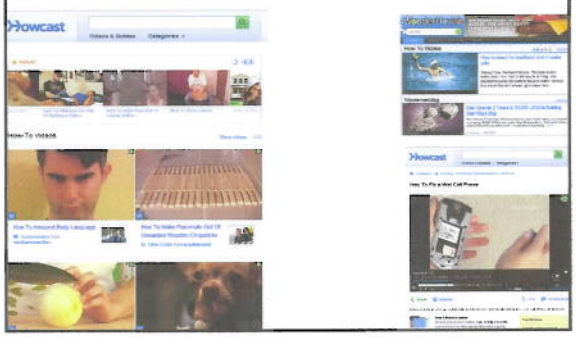
NASA TV

BookTV (author interviews)

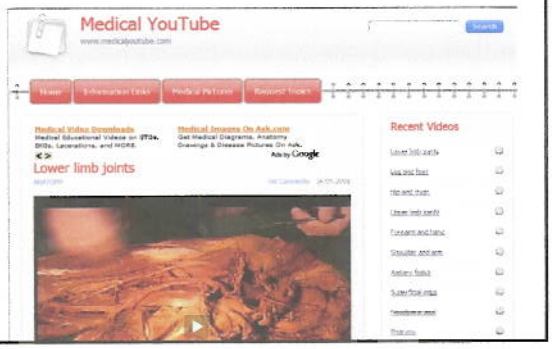


Online Research Channels
(Research Channel, UChannel)

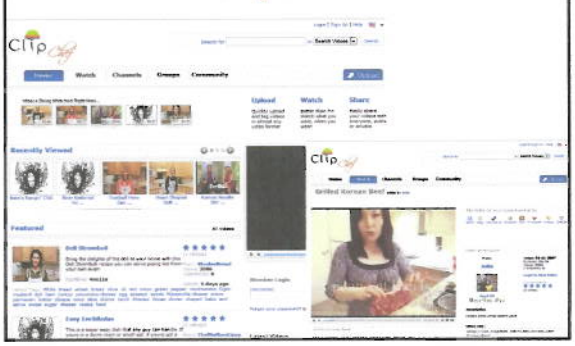
WonderHowTo and Howcast



Medical YouTube



ClipChef



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

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.

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

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!

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

But who can use shared online video?

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.

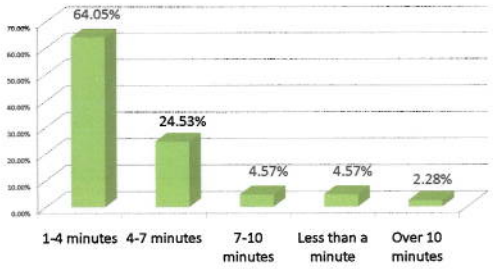
Advice and Guidelines

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.

How long is an ideal YouTube video?



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.

Advice and Guidelines

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

Advice and Guidelines

9. 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

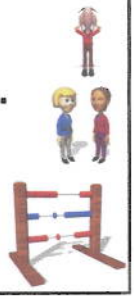
10. Many unconventional videos might be used to emphasize key points from class (e.g. old television programs or other non-educationally produced).

Final Thoughts

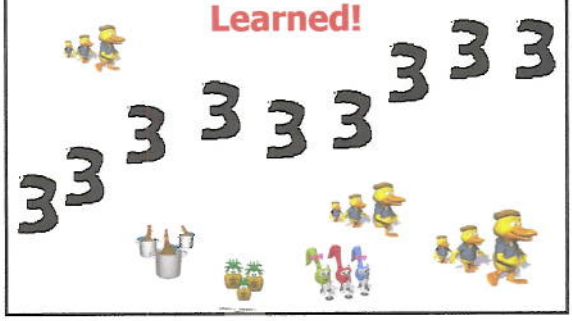
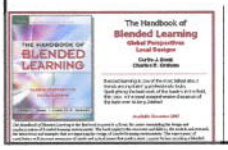
It is important for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results.

Poll: How many ideas did you get from the second part of this talk?

a. None—you are an idiot.
b. 1 (and it is a lonely #).
c. 2 (it can be as bad as one).
d. 3-5
e. 6-10
f. Higher than I can count!



Stop and Share: Top Three Things Learned!



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