

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

Dr. Curtis J. Bonk
 Professor, Indiana University
 President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbbonk/>
cjbbonk@indiana.edu

Can you name this company?

2005
created by Hurley, Chen & Karim

2006

2008

2009

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YouTube EDU page

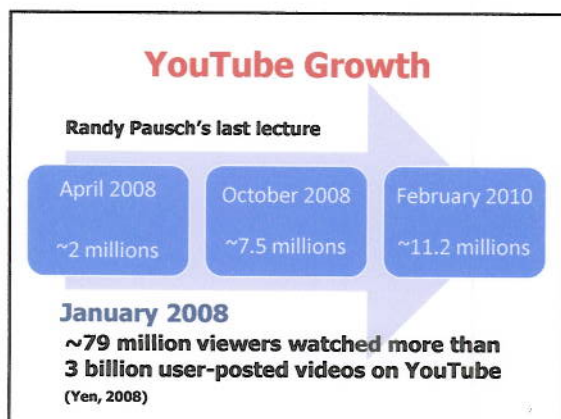
Video Watching Growth

2006

2007

Visited 33% → 48%
women 8% → 11%
age 30-49 7% → 14%
HS grads 5% → 13%

(Rainie, 2008)



Video Sharing Websites

Video Sharing Stats (Rainie, 2008)

- **December 2007**
 - 48% of internet users have visited video sharing websites
 - 15% visited yesterday
- **December 2006**
 - 33% of internet users have visited video sharing websites
 - 8% visited yesterday

Video Sharing – Growth Factors (Rainie, 2008)

- **Broadband and high-speed internet connections at home**
- **More videos on YouTube**
 - Professional videos
 - ~10% – 20% of YouTube's content (Yen, 2008)
 - Amateur videos
 - 22% shoot own videos
 - 14% post some of them online
- **Widespread use of video on all types of sites**

YouTube Facts (Downes, 2008)

- **YouTube = most popular site on the Web**
- **Founded in 2005 – 3 former PayPal employees**
 - Chad Hurley
 - Steve Chen
 - Jawed Karim
- **2006: 2.5 billion videos/month (Reuters 2006)**
- **End of 2006: purchased by Google for \$1.65 billion (Reuters, 2006)**
- **January 2008: ~79 million viewers watched more than 3 billion user-posted videos on YouTube (Yen, 2008)**

Static Internet → Dynamic Internet (Downes 2008)

- **1994 formats**
 - GIF
 - JPEG
- **2005 format**
 - Macromedia Flash plug-in
 - Post videos in a convenient format
 - Upload in any format and convert into Flash video

YouTube Content

April 2008 (Downes 2008)

- 83.4 million videos
- 3.75 million user channels

February 27, 2010

- Randy Pausch's last lecture = 11.2 million views
- Evolution of Dance = 137 million views

October 17, 2008 (NYT, October 20, 2008)

- Feature-length film release on YouTube (not NY & LA theaters)
- Princess of Nebraska
- By 10/19/08 - 140,000+ views

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)

YouTube Expands its Horizons, and its Time Limits for Videos

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

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You Tubers Messaged Here

Google Message in Progress!

118 FRIDAY, OCTOBER 24, 2008 USA TODAY

Technology

YouTube expands its horizons, and its time limits for videos

Site branches out from homemade clips to full-fledged TV shows

Top 10 video sites

Rank	Site	Views
1	YouTube	1,300,000,000
2	Vevo	245,000,000
3	FunTube.com	167,000,000
4	uYou	96,776,000
5	Rockband	90,971,000
6	Flash	86,263,000
7	CPM	72,774,000
8	Ustream	71,708,000
9	MTV	63,007,000
10	Ustream	62,033,000

By Jefferson Graham
USA TODAY

SAN BRUNO, Calif. — YouTube, the world's most popular video-sharing site, grew to dominate the Web with a collection of funny amateur videos, political speeches and user-created TV and movie content.

The new YouTube, more popular than ever, has a different look. Much, but not all, unlicensed content is gone, replaced by approved material from such producers as CBS, HBO, Showtime, Sony Pictures and Lifetime.

Google-owned YouTube also has moved into 10-minute video limit rule. It is now airing full-length episodes of TV shows, starting with a test of three CBS-owned shows: Star Trek: Voyager and Beverly Hills, 90210. The shows are a response to competition from sites offering full-length videos, including Hulu, Vevo and iFlix, which are gaining traction.

Testing, testing: Full-length episodes of the original Star Trek series will be shown as part of a test by YouTube.

Jefferson Graham searches for videos at YouTube's Silicon Valley headquarters at techcrunch.com.

October 24, 2008

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

YouTube tosses 10-minute limit to show full TV episodes

By Jefferson Graham
USA TODAY

USA Today, Oct 24, 2008

■ TALKING TECH

Hunter Walk
YouTube Product Manager

Jefferson Graham talks to YouTube director Jordan Hoffner and product manager Hunter Walk about the...



Who's not on Hulu?

- **CBS and ABC**
 - Big omissions
 - Have deals with Veoh, Fancast, and AOL
- **Hulu's temporary solution**
 - Added links to find those programs more easily
 - Created a channel on YouTube
 - Showcase short clips
 - No premium content
 - YouTube = "user-generated amateur video" (J.B. Perrette, NBC's vice president of digital distribution)

"New" YouTube (Graham, 2008)

- **Content**
 - Most (if not all) unlicensed content → gone
 - Approved material
 - CBS, HBO, Showtime, Sony Television, Lionsgate
- **New rules**
 - No more 10-minute video limit (for professionals)
 - Full-length television episodes
 - Test – CBS-owned shows
 - *Star Trek, MacGyver, and Beverly Hills, 90210*

Films on YouTube

- **YouTube's Screening Room channel**
 - Launched June 2008
 - For independent filmmakers
 - *The Princess of Nebraska* → Wayne Wang (director)
 - First full-length Hollywood "studio" film on the channel
 - 150,000+ views
- **Competition**
 - Hulu
 - Veoh
 - blip.tv

Rulers of Online Video (Nielsen Online)

- **September 2008**
 - #1 - YouTube - 5.3 billion videos
 - Including clips from *Late Show with David Letterman*, sitcoms, news, and sporting events
 - No NBC, ABC, and Fox
 - #2 - Yahoo! - 264,266 videos
 - #6 – Hulu - 142,261 videos
 - Including full episodes of *Saturday Night Live, Family Guy, and The Simpsons*

YouTube and Lawsuits

- **Unauthorized clips**
 - Viacom (owners of Paramount Pictures, MTV, Comedy Central)
 - \$1 billion copyright infringement lawsuit
 - Has yet to go to trial
- **YouTube unauthorized clip system**
 - Started in 2007
 - Two choices
 - Have the material taken down
 - Let YouTube place ads on the clip, and split the revenue
 - 90% select the revenue option

YouTube Revenue Streams

- **Google paid \$1.7 billion for YouTube (2006)**
- **Advertisers**
 - Reluctant to spend big \$\$ on YouTube
 - Prefer targeted ad approach
 - People come for specific shows
 - E.g., Hulu and ABC.com
- **Pre-rolls**
 - Ads that run before the video clip
 - Madison Avenue favors pre-rolls
 - YouTube favors click ads
 - Exception → *Star Trek, MacGyver, and Beverly Hills, 90210* TV episodes

How get to be a star

- Respond to and watch current stuff
- Find a Hot Topic
- Participate

USA Today, Wed Oct 29, 2008

Hulu's sharing spirit wins over the masses

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

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

The Birth of Hulu

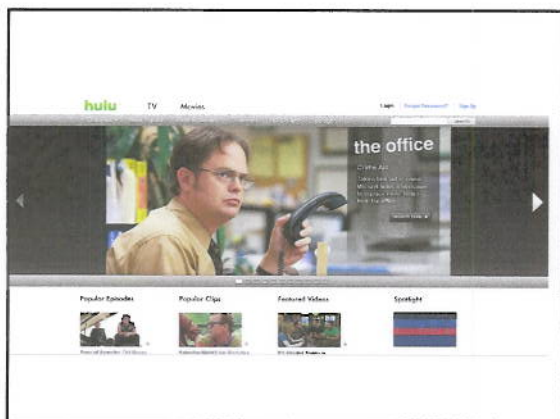
- **NBC Universal & Fox parent News Corp. project**
- **Response to unauthorized clips on YouTube**
- **Silicon Valley start-up**
 - San Bruno, CA
 - Office above a pizza parlor
 - Today
 - Los Angeles (a west side office park)
 - Two teams – LA and Beijing

Hulu's Traffic Figures

- Launched in 2007
- Today – the 6th-most-viewed online video channel (Nielsen Online)
- More popular than established sites
 - E.g., Veoh, Joost, and Fancast
- Video streams
 - 107 million streams (August 2008)
 - 150 million streams (September 2008)

What's Hot on Hulu

- Most viewed shows
 - #1 - Family Guy
 - #2 - Arrested Development
 - #3 - It's Always Sunny in Philadelphia
 - #4 - The Office
 - #5 - Saturday Night Live
- When posted to Hulu?
 - A few hours after their network appearance
 - Exception – premier of *30 Rock* posted early



Winning Over the Masses

- "It's all about sharing and the community" (Jason Kilar, Hulu CEO)
- TV shows – full and uncut
 - E.g., *Family Guy* and *Saturday Night Live*
 - Shared on blogs and via email
 - Embedding tools
 - Email links



Stunning Growth...Why?

- Increased visibility
 - Cutting deals w/ big distributors
 - Yahoo
 - MySpace
 - MSN
- Hulu's library
 - 1,000 TV shows
 - 400 movies
 - Most from Fox, NBC, and Comedy Central (plus a few other cable channels)



More on the Success of Hulu (according to Hulu CEO Jason Kilar)

- Simple to use
- Sharper audio and video than YouTube
- Focus on customer service
 - Search results → chronological order
- Hulu's success
 - A surprise to NBC and Fox
 - Anticipated spending \$\$ for marketing
 - Not needed
 - Word of mouth only

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."

Did you realize all the freely shared online video resources you can use today that did not exist 5 or 10 years ago?

1. BBC News Video and Audio
2. CNN.com Video
3. Current TV
4. Fora TV
5. Google Video
6. Link TV
7. MIT World
8. MSNBC.com
9. NASA TV
10. TeacherTube
11. YouTube
12. YouTube Edu



msnbc tv



Yahoo! Video



CNN Video



CNN Video

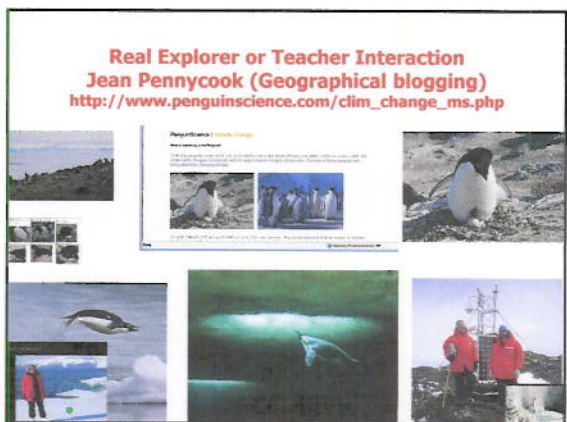
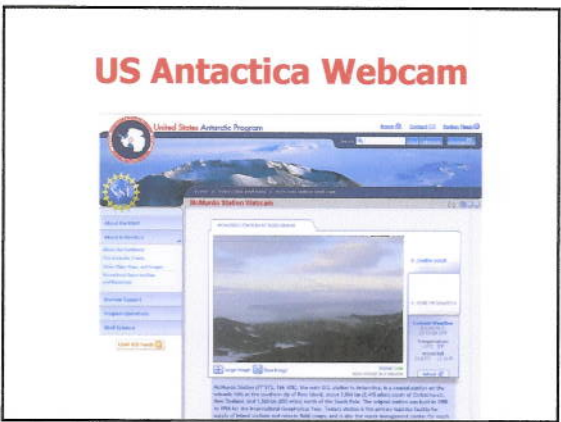
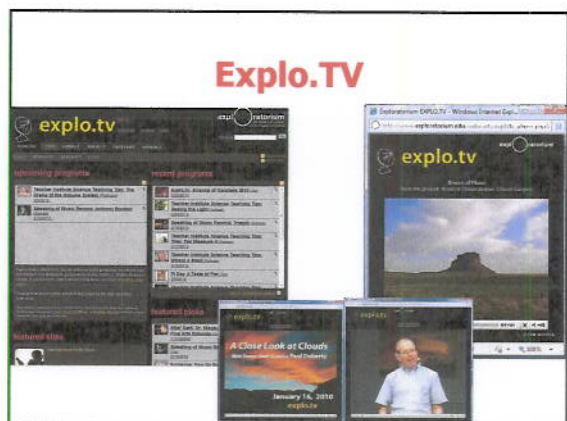


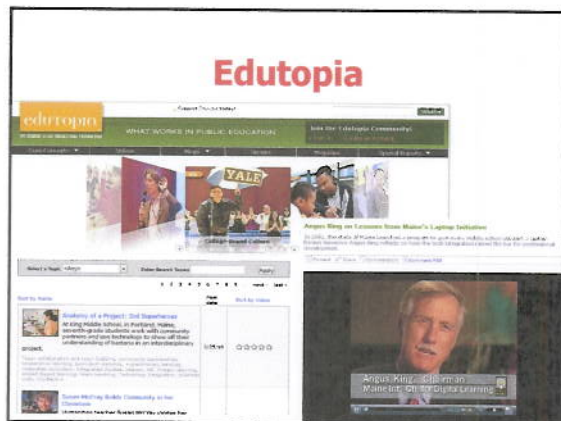
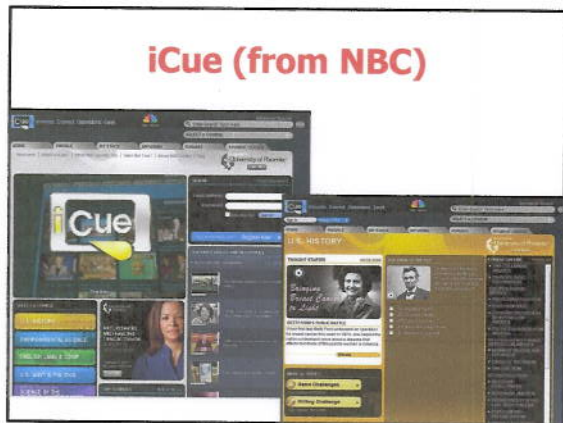
Fora TV

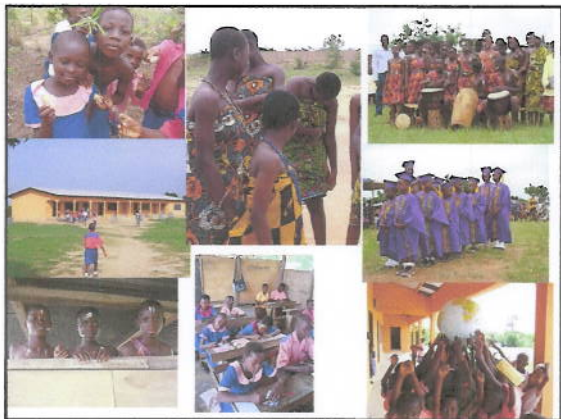
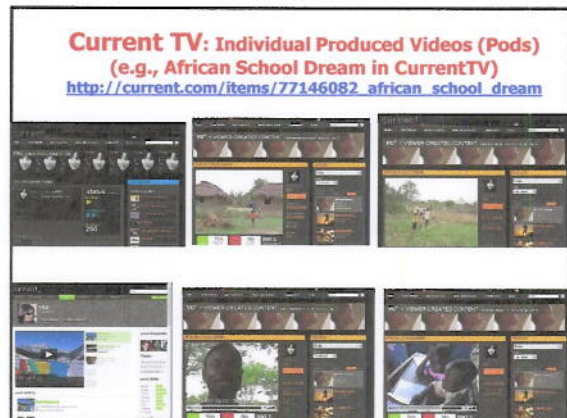
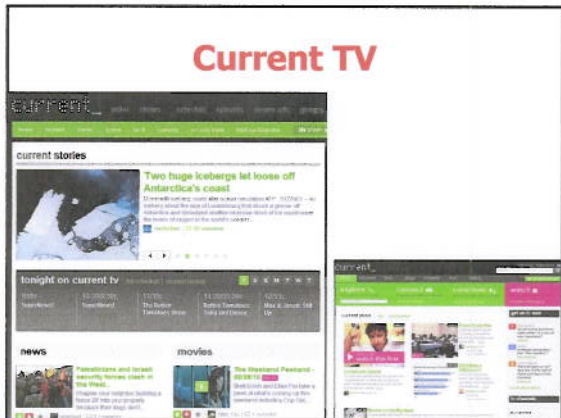


Fora TV (Howard Gardner and Michelle Rhee)





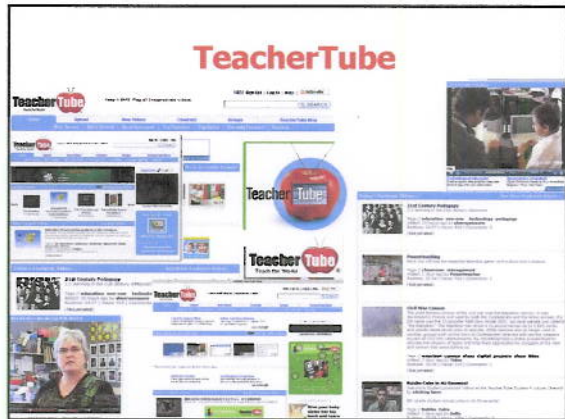




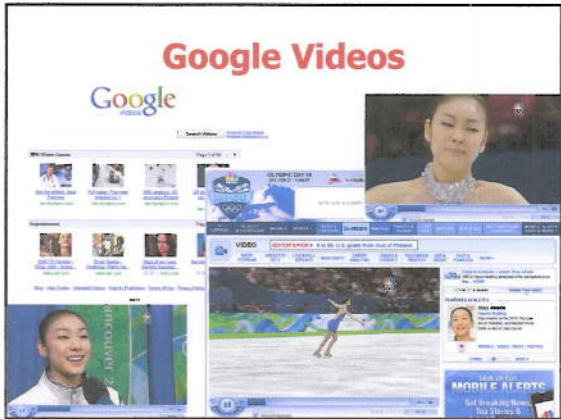
Nomadsland



TeacherTube



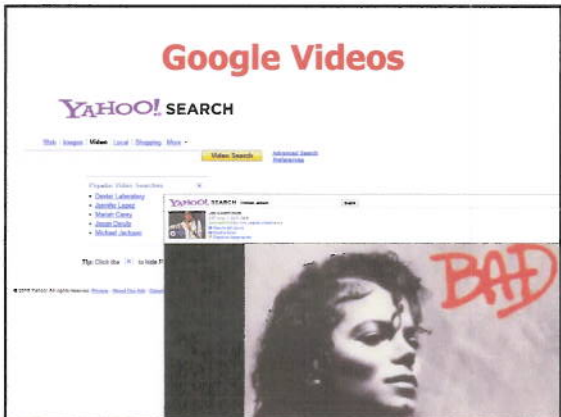
Google Videos



Open Up a Ustream Channel (You Ustreamed my Ustream: Now that's a Twitter of an Idea)



Google Videos



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



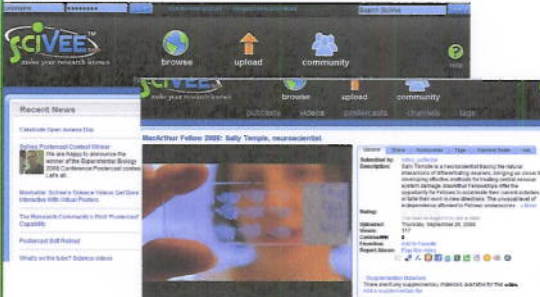
doFlick is a platform for sharing and discovering educational content. The interface includes a search bar, navigation tabs for 'browse', 'upload', and 'community', and a grid of featured video thumbnails.

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 important research papers. See SciVee <http://www.scivee.tv/>

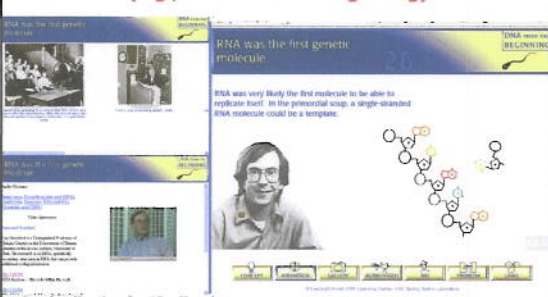


Adding Video to Your Publications (e.g., SciVee)



This interface shows how to integrate SciVee content into publications. It includes a video player, a 'Submit to SciVee' button, and a form for providing metadata such as title, author, and abstract.

Animations, Video Clips, Audio, Pictures, Web Resources, etc. (e.g., DNA from the Beginning)

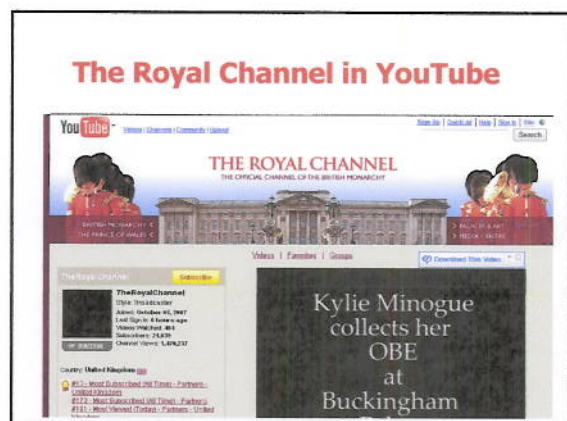
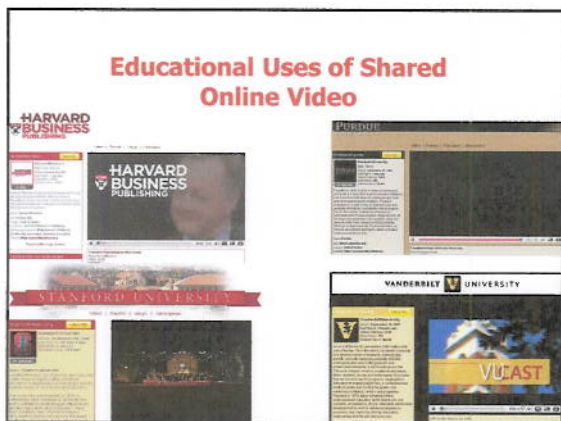
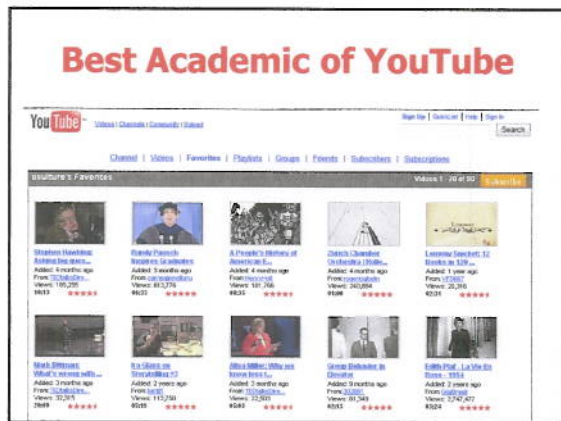


The website features educational content on molecular biology. A prominent diagram shows a single-stranded RNA molecule with the text: "RNA was the first genetic molecule. RNA was very likely the first molecule to be able to replicate itself. In the primordial soup, a single-stranded RNA molecule could be a template." Below the diagram is a portrait of a man, likely a scientist related to the content.

Online Research Channels (Research Channel, UChannel)



This screenshot shows a Research Channel page. It features a central video player with the title "Advancing Cells and Engineering". The page includes navigation links, a search bar, and a sidebar with a "VIDEO LIBRARY" section containing various research-related video thumbnails.



Students Produce a YouTube Video

A collage of four YouTube video thumbnails. The top-left video is titled 'Learning From YouTube class 2008' and shows a group of students in a classroom. The top-right video is titled 'LIV Academic Research Project' and features a man in a green shirt. The bottom-left video is titled 'Mid term video' and shows a man in a dark shirt in a kitchen. The bottom-right video is titled 'Class Statement 2' and shows a man in a pink shirt with 'CMC' on it.

Instructor Produces a YouTube Video

A collage of four YouTube video thumbnails. The top-left video is titled 'SPRING FALL 2007' and shows a grid of small video thumbnails. The top-right video is titled 'Jubilee First Video' and shows a woman in a red shirt. The bottom-left video shows a woman in a red shirt in a different setting. The bottom-right video is titled 'Jubilee First Video' and shows a man in a green shirt in a classroom.

YouTube as Class

A screenshot of a YouTube page. The main video is titled 'Learning From YouTube' and shows a person in a field. To the left is a list of search results or related videos. Below the main video is a list of related videos with thumbnails and titles.

Medical Animations in YouTube

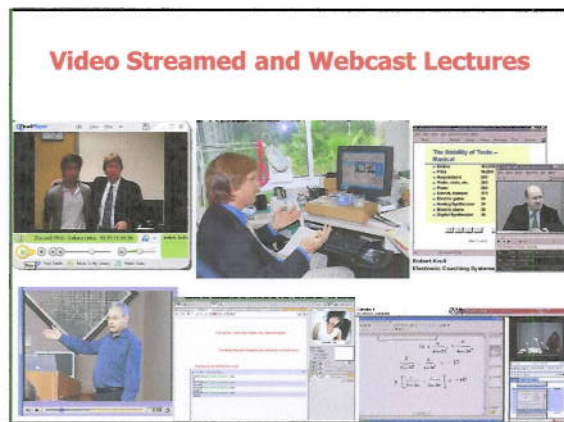
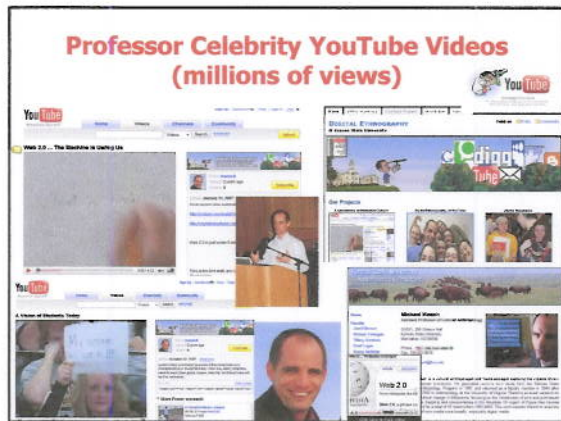
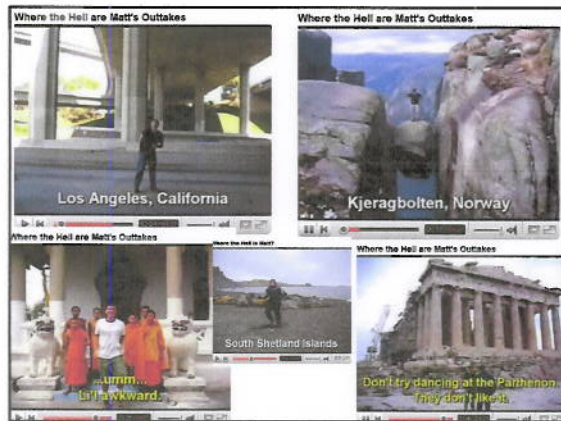
A collage of four YouTube video thumbnails. The top-left video is titled 'Birth of Antibiotic' and shows a person in a red shirt. The top-right video is titled 'Learning To handle antibiotics?' and shows a close-up of a person's mouth. The bottom-left video is titled 'Antibiotic Animation' and shows a 3D anatomical model of a human torso. The bottom-right video is titled '3D Human Anatomy' and shows three 3D anatomical models of a human figure.

Medical YouTube

A screenshot of the Medical YouTube website. The page has a search bar and navigation tabs for 'Home', 'Informational Cases', 'Medical Pictures', and 'Recent Videos'. The main content area features a video titled 'Lower limb joints' with a thumbnail showing a close-up of a joint. To the right is a 'Recent Videos' list with various video titles and play button icons.

YouTube Celebrity: Dancing Matt Harding

A collage of four photos showing Matt Harding dancing in different locations. The top-left photo is labeled 'Auki, Solomon Islands' and shows him in a white shirt with a crowd. The top-right photo is labeled 'Austin, Texas' and shows him in a white shirt with a crowd. The bottom-left photo is labeled 'Madrid, Spain' and shows him in a white shirt with a crowd. The bottom-right photo is labeled 'Istanbul, Turkey' and shows him in a white shirt with a crowd.



Video Course Intros (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

PERIODIC TABLE OF VIDEOS

Augment Publication Dissemination (Innovate Webcasts, CIDER Notes: IRRODL)

Videostreamed Conference Presentations

Global Nomads Group

<http://www.gng.org/home.html>

Flat Classroom Projects!!! (combine blogs, videoconferencing, chat, async discussion, etc.)

Broadcast Surgeries

Evaluating an In-Vivo Surgical Training Demonstration over Broadband Internet

Duncan Stevenson
USRA ICT Centre &
Department of Computer Science
GPO Box 664,
duncan.s@unimelb.edu.au

Figure 1: A live view of 10 sites on a projector screen in an operating room in a remote site.

Figure 2: A live view of 10 sites on a projector screen in an operating room in a remote site.

Figure 3: A live view of 10 sites on a projector screen in an operating room in a remote site.

Human Embryology Animations (Valerie O'Loughlin, Indiana University)

Human Embryology Animations

Gastrintestinal Embryology

The development of the embryo

The development of the Gastrintestinal Embryology

Vodcast for Medical Training

(e.g., "SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training,"
By Eric Fetters, Herald Writer, Everett, WA, Sept 25, 2006)

SonoSite

Bothell, WA

Mobile Health and Medical Education (Courtesy of Paul Kim, Stanford University)

Video on iPhone

Video Scenario Learning (Option 6, Bloomington, IN)

Flash, 3-D Visualization, & Laboratory Software

ENRON 101

ENRON'S KEEPERS
Kenneth Lay, founder and chairman of the board, is the company's public face. Jeff Skilling, CEO and chairman, is "very smart, very able, etc.," says Sloan.

Andrew Fastow, CFO, is the financial whiz.

Explore Some of these Shared Online Video Sites

Video Resources and Portals

- **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>

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?)

Innovate or die trying

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

Survey Research on Motivational Elements of YouTube: Age and Education Matter

MENG-FEN GRACE LIN University of Hawaii, manoa
gracelin@hawaii.edu

GEORGETTE M. MICHKO University of Houston
gmichko@uh.edu

CURTIS J. BONK Indiana University, Bloomington
cjbok@indiana.edu

ALEX J. BONK Indiana University, Bloomington
ajbonk@indiana.edu

YA-TING TENG University of Illinois at Urbana-Champaign
yteng2@gmail.com

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.

YouTube Broadcast Yourself

YouTube ©2009 Google Inc. All rights reserved. This content may not be appropriate for all ages. Read our Terms of Service.

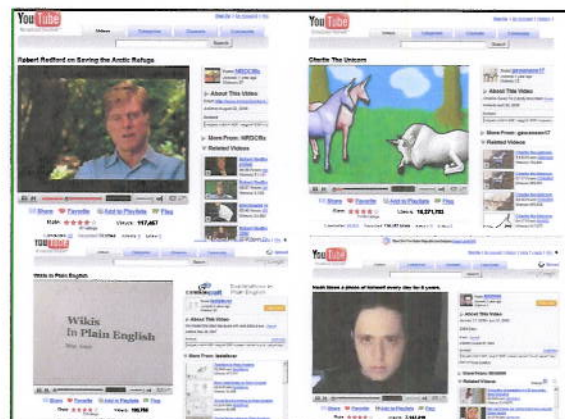
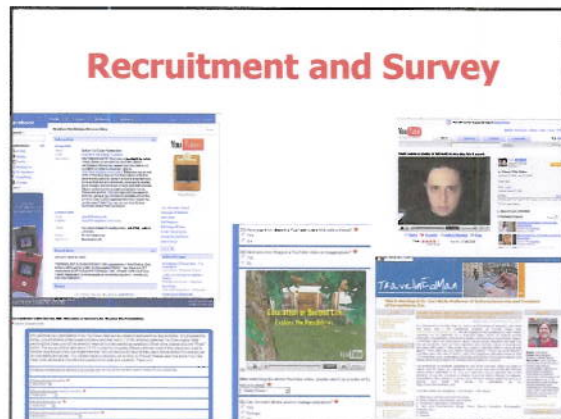


Table 1. Characteristics of Videos

Category	Title	URL	Views	Length (sec)	History (day)
Text only	Did You know: Skull Happens - Globalization: Information Age	http://youtube.com/watch?v=llli-365A/Q	3,989,497	365	509
	Pay Attention	http://youtube.com/watch?v=RFKXNChLw	161,637	461	453
Text, pictures, and voicing	Wikis in Plain English	http://youtube.com/watch?v=6nl-0074ml.Y	323,715	232	398
	Video: RSS in Plain English	http://youtube.com/watch?v=5kqpl-aseGzI	365,161	223	434
Celebrity advocacy	Michael J. Fox	http://youtube.com/watch?v=2W3L_P5J1I0	2,785,524	38	617
	Leonardo DiCaprio's YouTube Message	http://youtube.com/watch?v=9ObdMILRkAs	230,114	109	337

Results

- ### Findings - Demographics
- 1008 valid responses
 - Gender: 54% females and 46% males
 - Location: 27 different countries, 57% USA
 - Age: 61% over 35
 - Education: 60% with masters or above
 - Occupation: 31% faculty or students

Findings - Education

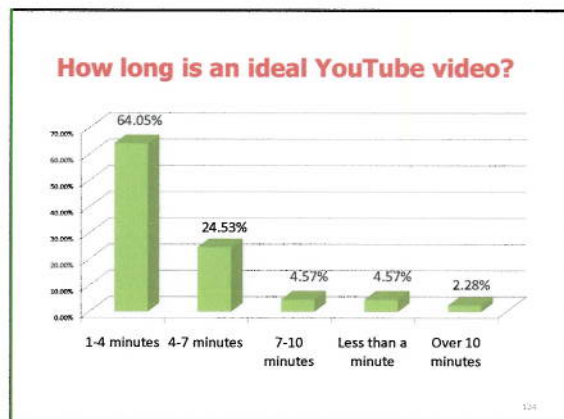
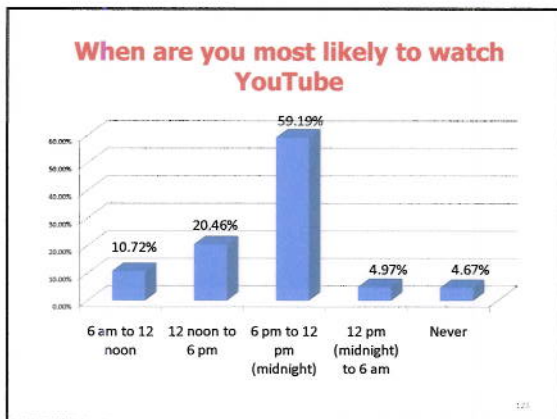
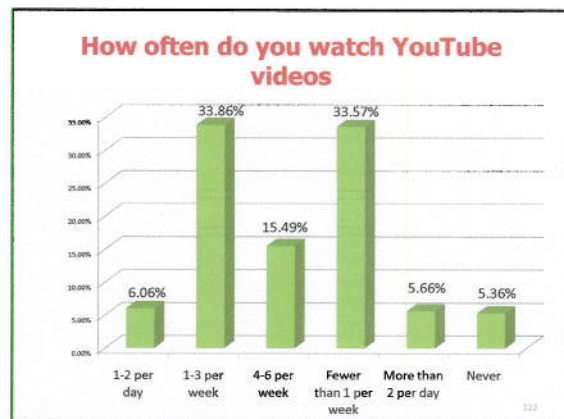
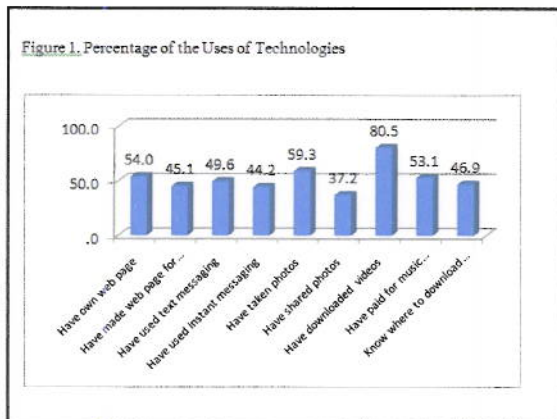
Reasons cited for watching YouTube videos

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%



Bonk (2008)

"YouTube videos were not available just a couple of years ago yet they are now pervasive in higher education. In a recent survey research project of over 1,000 participants, I have found that short videos of 1-4 minutes are ideal. Not surprisingly, those that are humorous, informative, current, interesting, and engaging are preferred by learners."

Bonk (2008)

"While most people do not create or comment on YouTube videos, the majority of students have watched and shared them. Such viewing tends to take place at night; typically, between 6 pm and midnight."

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

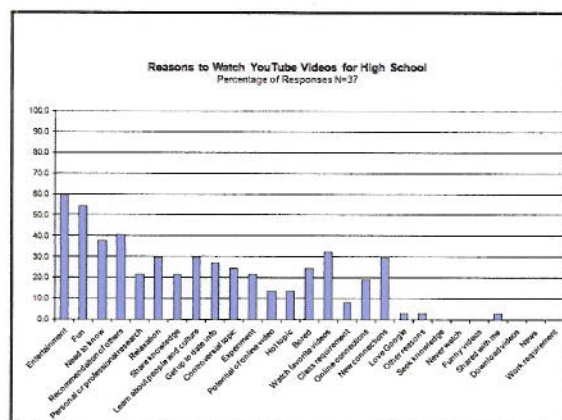
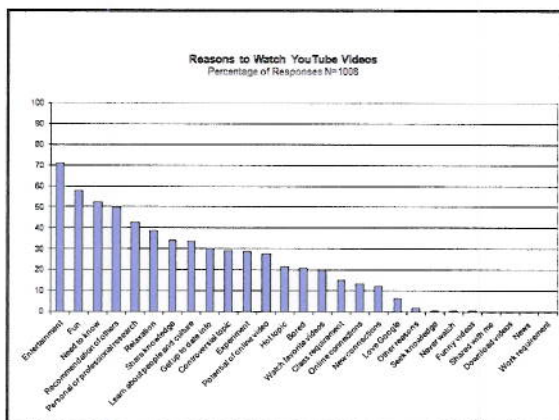
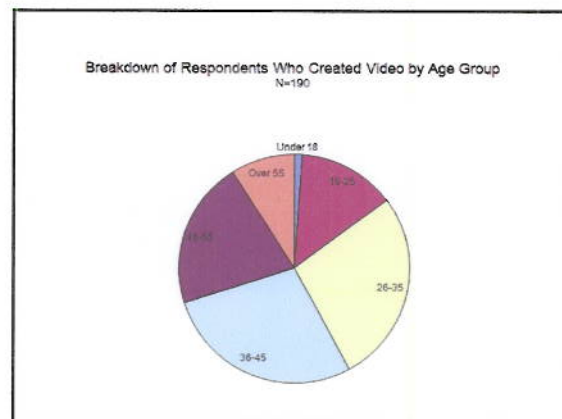
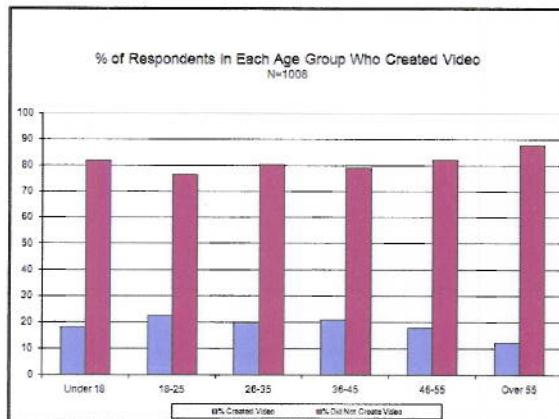
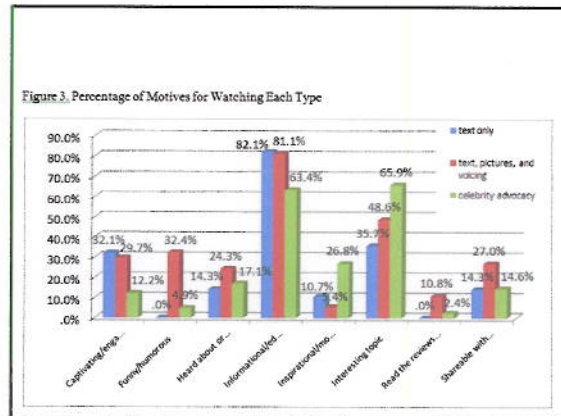
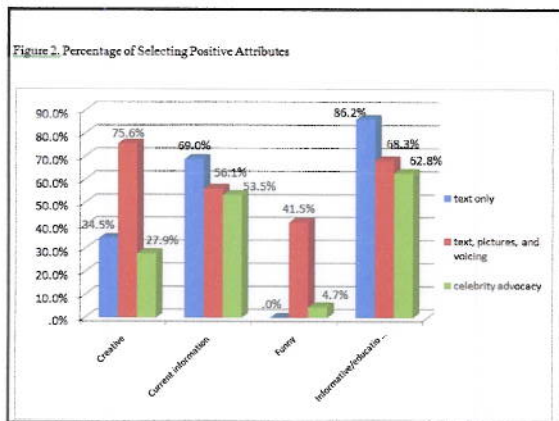
Tool use	
Shared a video with others	77%
Added a video to your favorite	46%
Commented on a video	30%
Posted a video response	22%
Created a video	18%
Subscribed to a channel	17%
Flagged a video as inappropriate	6%

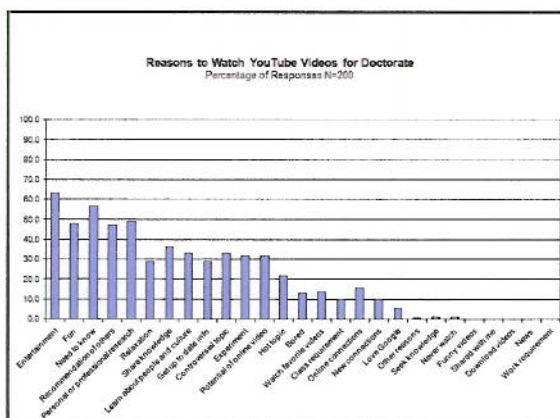
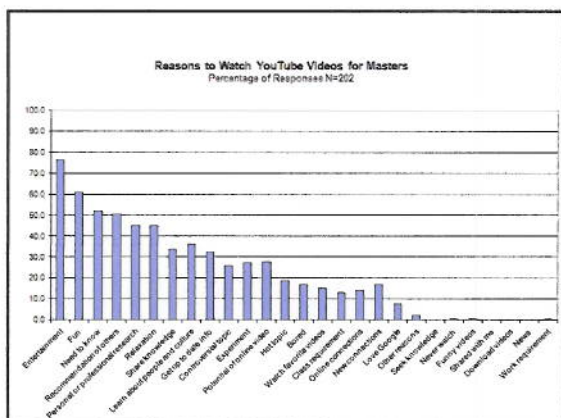
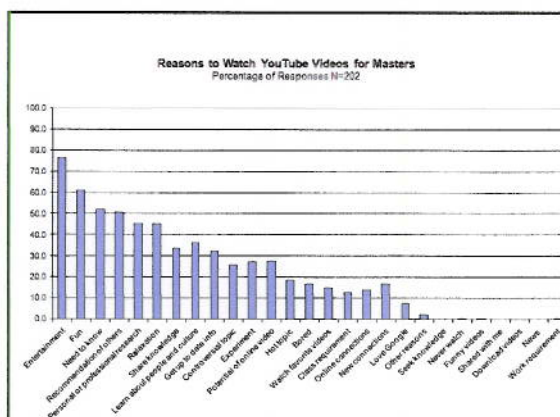
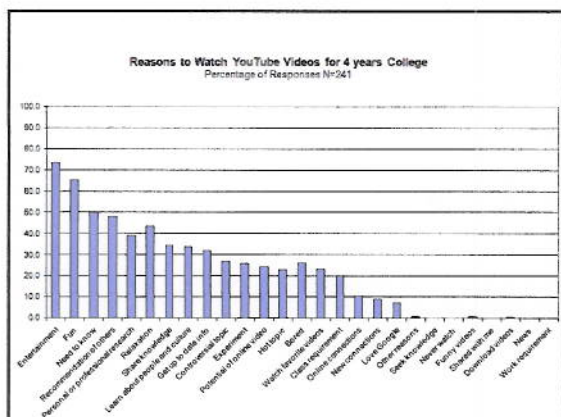
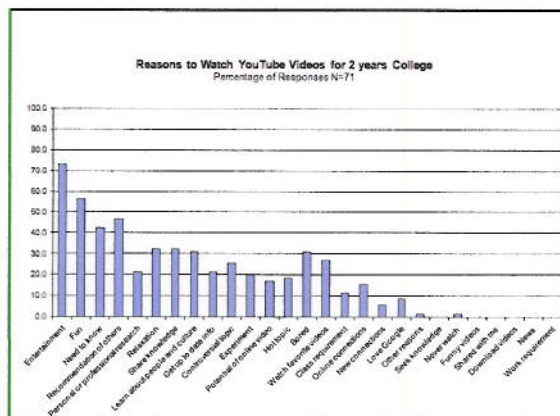
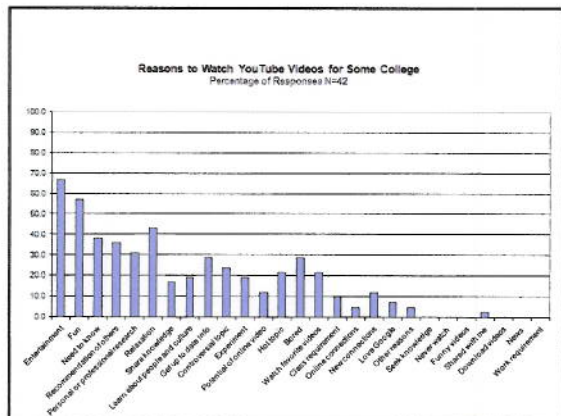
More Findings...

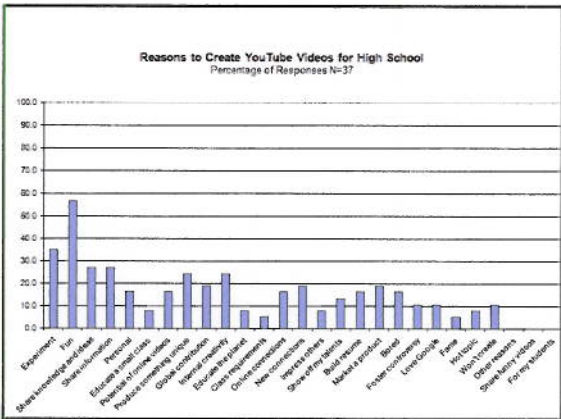
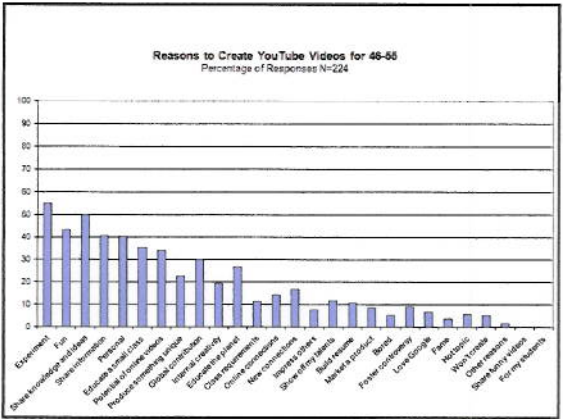
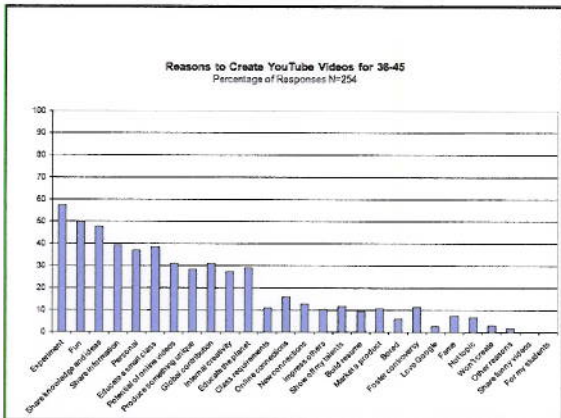
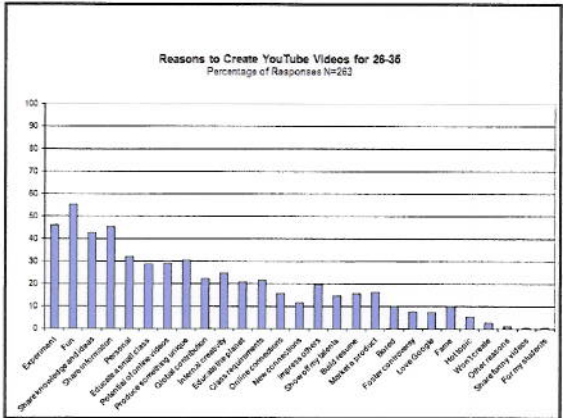
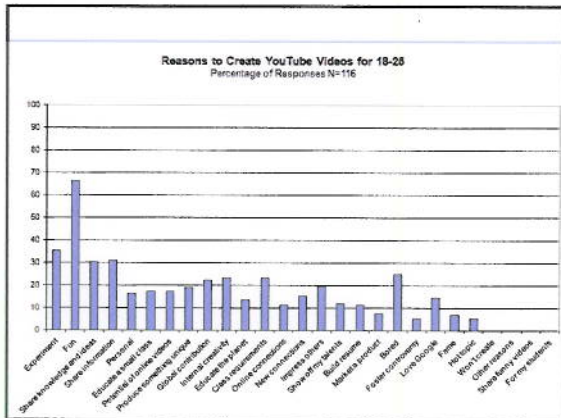
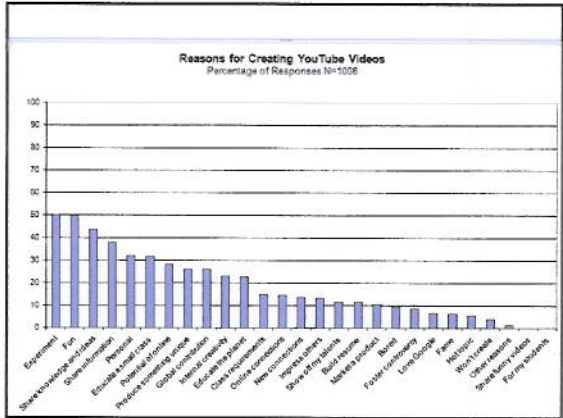
- **The majority of students have watched and shared them.**
- **Reasons to create varied by age and education**
- **Most people do not create or comment on YouTube videos**
- **Not a social-networking site**

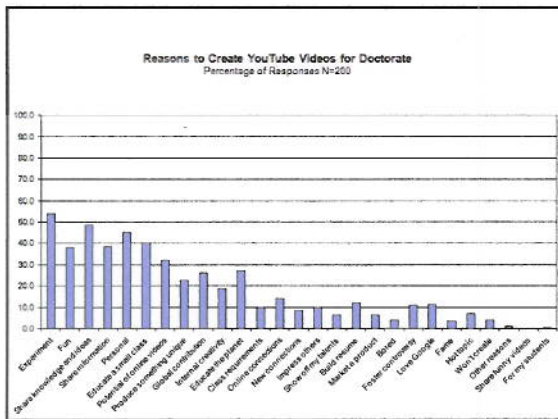
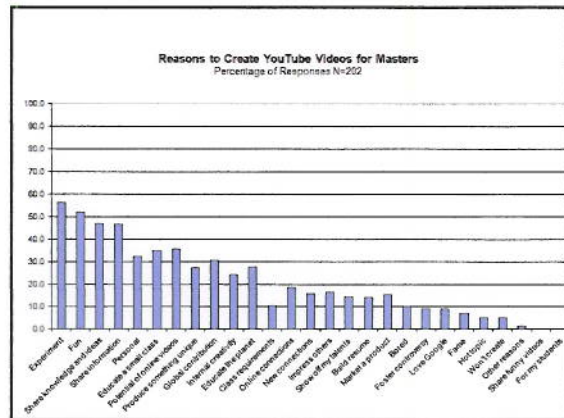
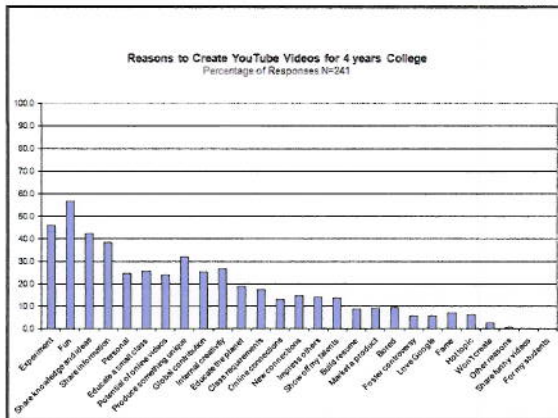
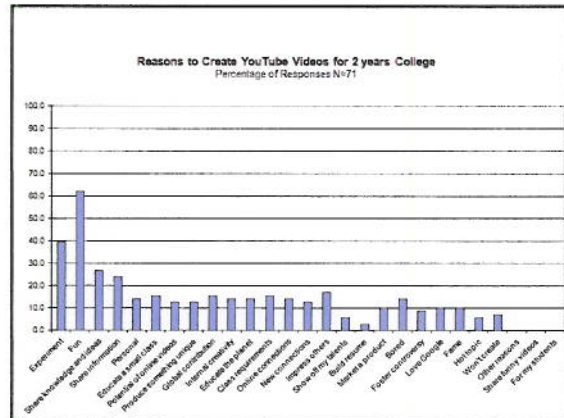
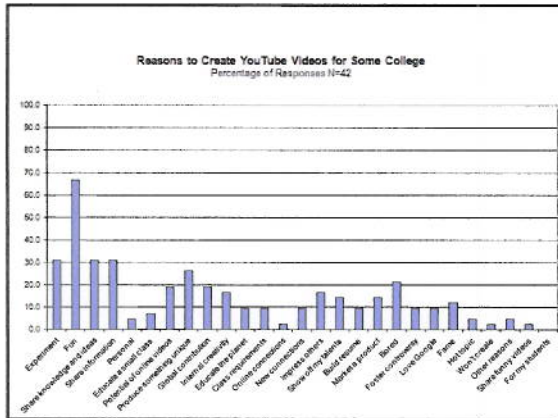
Final Thoughts

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.









Questions about that research?

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=4U9pcPDvQWg> or <http://www.youtube.com/watch?v=AbAS0cqc1Ss8&feature=related>
- Mind Mapping with Tony Buzzan: <http://www.youtube.com/watch?v=MlabrWv25qQ>
- Improve Your Memory: <http://www.youtube.com/watch?v=k8D8WRoVJA0>
- How your memory work?: <http://www.youtube.com/watch?v=2vrVXWIKdQo>
- Robots: <http://www.youtube.com/watch?v=rokOtmUhos0>
- Asimo Running: <http://www.youtube.com/watch?v=wSTex0Vfy9o>
- Operant Conditioning: http://www.youtube.com/watch?v=I_ctJgItrHA&feature=related
- B. F. Skinner Modelagram: <http://www.youtube.com/watch?v=mm5FGrOEyBY&feature=related>
- 3 Chain Behavior: <http://www.youtube.com/watch?v=XpbBqxvVJeM&mode=related&search>
- George Siemens, The Changing Nature of Knowledge (4 short videos): <http://www.homozappiens.nl/node/771play>

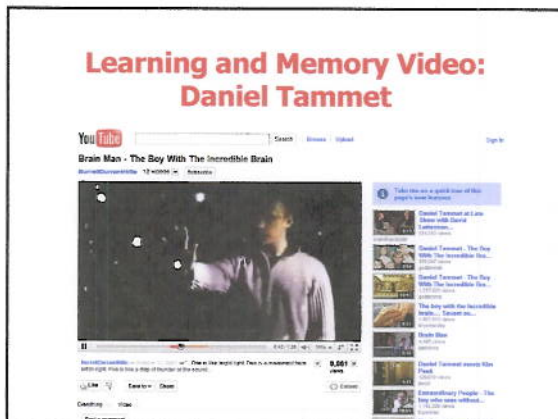
Learning and Memory Video: B. F. Skinner



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.



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 open 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?

**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.

**Let's Think Outside the Box!
For 4 minutes share your ideas with another pair and agree on 3 things/category.**

**6 minute Brainstorm:
Coming up with 3 New Ideas!**

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."



Bonk (2008)

"As a result, understanding how to embed online videos in instruction is perhaps one of the more pressing needs of college faculty members as well as those in other educational settings. The uses we report here as a starter or ender for instruction is but one example. Once created, such videos can be reused and replayed many times as well as mixed and mashed-up with other content. Their uses are only limited by the creative imagination of instructors, students, and technical support personnel."



Bonk (2008)

"Anchoring instruction with online video content can happen at any moment—at the start of class, at the end, or whenever deemed necessary or advantageous. It can also happen when surfing the web before class, in the midst of a class presentation, or when accessing content with a mobile phone after class. Equally important, it is useful in face-to-courses as well as blended and fully online ones."



Let's Brainstorm:
Who can use shared online video?
Create a Top Ten List...

**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.

Bonk (in press)

Just think of all the inspiring ways Link TV, NomadsLand, Current TV, Big Think, and YouTube can be used in education! Once again, the power to show the world unknown parts of the world rests at one's fingertips.



Bonk (in press)

With these open windows to the world at large, such sites are ideal for global and international education. They might also be used for geography, political science, and environmental science courses, as well as a host of other disciplines and subject matter areas.



Bonk (in press)

Their impact is only limited by your awareness that they even exist, and after that, your creative applications of them. Of course, some applications of these sites are more obvious and immediate whereas others may take us a few years or even a decade or two to fully understand and take advantage of.



Ok, who did I forget?



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

Bonk (2008)

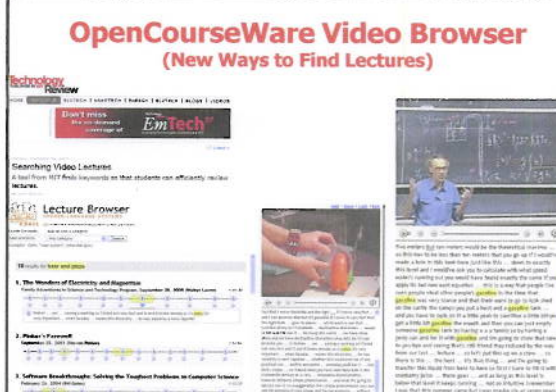
"What is perhaps most important is for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results. Anchored instruction is now a tool we all can use in nearly any lesson to make it come alive."



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

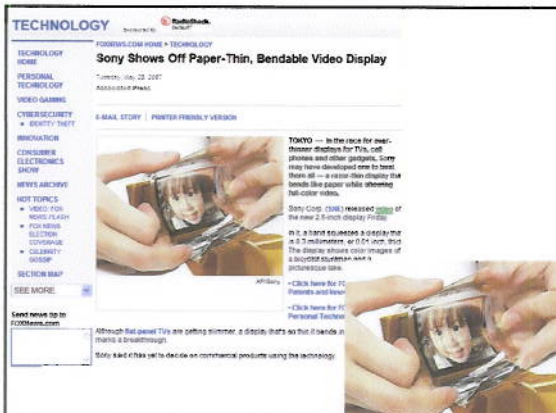


OpenCourseWare Video Browser (New Ways to Find Lectures)





TECHNOLOGY

Sony Shows Off Paper-Thin, Bendable Video Display



Bonk (2008)

"Online videos link many Web 2.0 technologies and associated pedagogies in instruction. They provide the context for learning and perhaps an advance organizer prior to the start of a lecture. They can be anchors as well as enders for instruction. Increasingly instructors will be relying on shared online video content in their teaching arsenal."



Bonk (2008)

"While research on anchored instruction in the 1980s and 1990s clearly demonstrated the power of the method, it is only now that most instructors can actually take advantage of it. We are fortunate to live in such times. While the Web 2.0 presents many rich and exciting learning possibilities, as shown in this paper, psychological and instructional theory can provide clues on how they might be best harnessed for fostering student learning. And that—personalized and powerful student learning—should be the goal."

