

# I Tube You Tube

Broadcasting Myself Broadcast Yourself

## WeAll Tube

Broadcasting Ourselves

### Using YouTube or TeacherTube in the FL Classroom

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## Agenda

- Web 2.0 Technology
- Advantages of Using the Internet
- Guidelines for using videos
- Educational benefits of videos
- What is YouTube
- Features
- Why Use it?
- Educational Benefits
- Selecting Criteria
- Challenges

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## Web 2.0

## Technology

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### Web 1.0

"the mostly read-only Web"

250,000 sites

published content ↓

45 million global users

1996

Listen Review Practice Reinforce

### Web 2.0

"the wildly read-write Web"

80,000,000 sites

published content ↓

↑ user generated content

1 billion+ global users

2006

### Web 1.0

YAHOO! → They make it for you

### Web 2.0

YAHOO! ↔ flickr ↔ You help make it

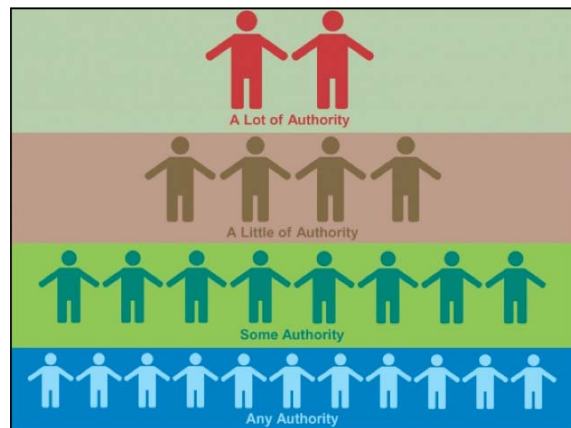
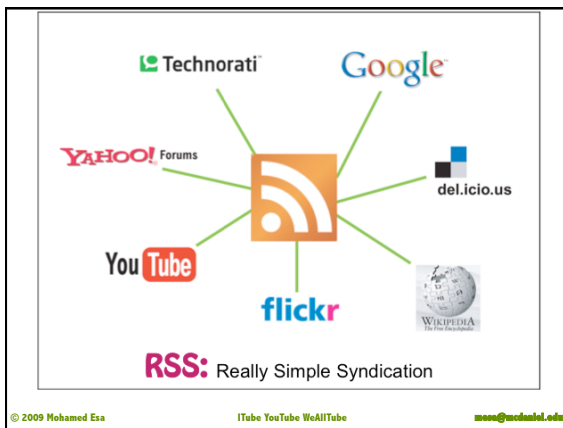
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Web 1.0 was about...	Web 2.0 is about...
reading	writing
companies	communities
client-server	peer-to-peer
HTML (Hypertext Markup Language)	XML (eXtensible Markup Language)
home pages	blogs
portals	RSS (Really Simple Syndication)
taxonomy	folksonomies
wires	wireless
owning	sharing
IPOs (initial public offerings)	trade sales
Netscape	Google
web forms	web applications
screen scraping	APIs (application programming interfaces)
dial-up	broadband
hardware costs	bandwidth costs

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## WEB 2.0 Landscape

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### Advantages of Using the Internet in the Classroom

- ◇ Authentic materials
- ◇ Availability of a variety of audio, video and print material
- ◇ Up-to-date and readily available information
- ◇ Appeals to students' needs
- ◇ A great source for augmenting textbooks
- ◇ A great way for making your classes exciting and relevant
- ◇ Students are familiar with how the web works and there is no need for lengthy explanations

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### More Advantages of Using the Internet in the Classroom

- ◇ A technology based approach.
- ◇ A great source for individualized research
- ◇ A good method for individualized learning or group projects
- ◇ Skilled based: reading, listening, writing, comprehension, and speaking
- ◇ Standard based: Many of the 5 Cs can be covered
- ◇ Intelligences based learning: visual-spatial, musical-rhythmic, interpersonal, intrapersonal, logical-math, etc.
- ◇ Above all, it is fun and motivational.

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## Activities and Materials:

- ❖ Finding and using Internet sites to teach all 4 skills: **Reading** (Newspapers, cartoon, literature); **Listening** (TV, radio broadcasts, Podcasts, music, videos, films, etc.); **Speaking** (Using Blackboard Wimba, YouTube or other software); **Writing** (e-mail, Blogs, Wikis, etc.)
- ❖ Finding and evaluating web lessons
- ❖ Downloading Internet resources
- ❖ Saving individual pages on disk
- ❖ Creating a favorite collection of URLs



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## More Activities and Materials:

- ❖ Downloading images, audio and video files from the Internet
- ❖ Creating a technology database with images, audio and video files, [Podcasts](#), [Cartoons](#), [Quia activities](#), interactive games, etc.
- ❖ Reading strategies for web activities
- ❖ Creating Internet activities for the classroom using on-line applications ([Wikis](#), [Blogs](#), [Podcasts](#), [Hot Potatoes](#), [WebQuests](#), [MERLOT](#), etc.)



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## Guidelines for Using Digital Videos

- ❖ Teachers must preview all videos before they show them to their students
- ❖ Videos should be integrated into the curriculum
- ❖ Learning objectives should be clearly understood?
- ❖ Use pre-viewing and post-viewing activities
- ❖ Watch long videos in segments
- ❖ Focus your students' attention to a specific task.



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## Guidelines for Using Digital Videos

- ❖ You can pause, rewind and fast forward any digital video
- ❖ You can turn off the sound and ask students to describe what they see
- ❖ You can turn off images and use just the sound for listening comprehension
- ❖ Videos are ideal for developing note-taking skills.
- ❖ You can edit videos (cut out undesired or inappropriate parts)



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## Educational Benefits of Videos

"Video can be a powerful educational and motivational tool. However, a great deal of the medium's power lies not in itself but in how it is used. Video is not an end in itself but a means toward achieving learning goals and objectives. Effective instructional video is not television-to-student instruction but rather teacher-to student instruction, with video as a vehicle for discovery." (Duffy 2008: 124)

Using videos can promote in-class discussions, especially with the iPod and YouTube generation. Using authentic videos (e.g. found on YouTube) will enhance language learning and help with vocabulary building.



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## Welcome to the World of



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## You what?

- ❖ Founded in 2005, **YouTube is a user-generated video sharing site** that enables users to search for and view, upload and download, share and embed videos (movie clips, TV clips and music videos or amateur videos)
- ❖ **Unregistered users** can watch most videos on the site.
- ❖ **Registered users** have the ability to upload an unlimited number of videos



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## You what?

- ❖ A **Social Network Site**: According to Boyd & Ellison (2007) a social network site is a "web-based service that allows individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site."  
([http://icmc.indiana.edu/vol13/issue1/boyd\\_ellison.html](http://icmc.indiana.edu/vol13/issue1/boyd_ellison.html))
- ❖ **Social Impact of YouTube**:  
[http://en.wikipedia.org/wiki/Social\\_impact\\_of\\_YouTube](http://en.wikipedia.org/wiki/Social_impact_of_YouTube)



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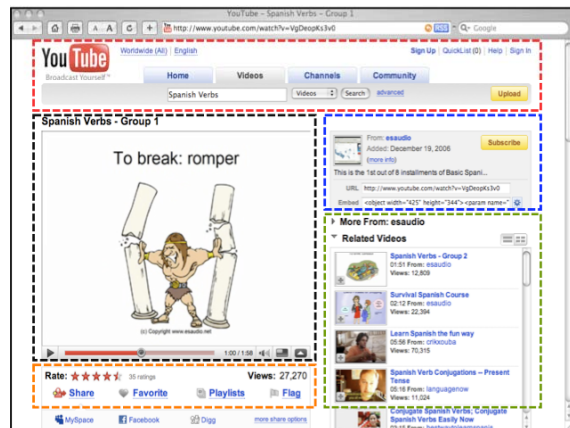
## Features

- ❖ **Sign Up/ Log In**
- ❖ **Channels/ Community** – relating to groupings of content
- ❖ **Search for Videos**
- ❖ **Upload**
- ❖ **Title**: main title of the video
- ❖ **Rating**: videos can be rated by registered users
- ❖ **Views**: the number of times a video has been watched;
- ❖ **Flag**: ability to indicate a video that has inappropriate content;
- ❖ **Tags**: keywords specified by the person who has uploaded the video
- ❖ **Comments**: not monitored, any registered user can post a comment
- ❖ **Info** on video (user, etc.)
- ❖ **More videos** from the same user
- ❖ **Subscribe**: registered users can subscribe to particular user or users;
- ❖ **Related videos**: determined by the title and tags

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## Why Use YouTube in the Language Classroom?

- ❖ easily accessible and easy to use
- ❖ readily available, no need for any special equipment
- ❖ a good source for authentic spoken language
- ❖ native speech communities
- ❖ source for cross-cultural materials
- ❖ a huge volume of material to choose from
- ❖ customs, clothing, food, daily news
- ❖ motivation
- ❖ old and rare footage and clips from unavailable old videos
- ❖ a good source for teaching and learning less commonly taught languages
- ❖ free, free, free, free



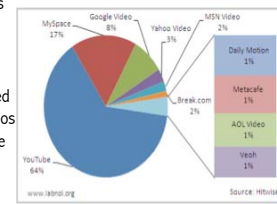
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## Why Use YouTube in the Language Classroom?

- ❖ rich and huge source of authentic materials
- ❖ phenomenally growing: 15 hours of videos uploaded every minute!
- ❖ Traffic data of the website [Hitwise](http://www.hitwise.com) shows that the market share of US visits to YouTube has increased by 70% when comparing January 2007 to May 2007.
- ❖ More than 100,000 videos are uploaded every day, and more than six billion videos were viewed in January 2009. A YouTube search returns millions of videos and there are more than 5 million user channels.



<http://www.labnol.org> (Dec. 2007)

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## Why Use YouTube in the Language Classroom?

In an e-mail, Spencer Crooks, YouTube's Communications Director, wrote:

"People are watching hundreds of millions of videos a day on YouTube, and uploading hundreds of thousands of videos daily. Every minute, 15 hours of video is uploaded to YouTube. How much video is that? The equivalent of Hollywood releasing 86,000+ new full-length movies into theaters each week.

With the upload numbers we see on YouTube it's impossible to know how many videos exist on the site at any given time. Especially if you consider that this is only the number being uploaded, we don't know how many videos are taken off the site everyday.

I'm afraid we also don't have an official number of users. Those stats typically come from places like ComScore and Nielsen Net Ratings. You might be able to find something there." (E-mail exchange from April 10, 2009)

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## Educational Benefits of Using YouTube in the Classroom

- ❖ Students can create short videos as part of their assessment.
- ❖ Alternative method of assessment (music videos, city profiles, etc.)
- ❖ Teachers can communicate with their students by embedding their videos on their [YouTube Site](#), [Mohamed Esa's Blog](#) or [Example](#) or website.
- ❖ The creation of a video "heightens a student's visual literacy, an important skill in today's electronic culture." (Educause Learning Initiative 2006)
- ❖ Self expression through video production and self-publishing (a valuable learning experience)
- ❖ Improve communicative and discussion skills (comments)
- ❖ Create a learning community
- ❖ YouTube is a source for pedagogical materials, and a "virtual library" can augment classroom lectures and content.

[100 Best YouTube Videos for Teachers](#)

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## Selection Criteria

- ❖ Inspiration/ motivation/ interest
- ❖ Content and curricular/ instructional goals
- ❖ Clarity of message
- ❖ Pacing
- ❖ Suitability of graphics
- ❖ Length of sequence
- ❖ Independence and comprehension of sequence.
- ❖ Availability and quality of related materials

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## Searching YouTube: Tips

- ❖ Making use of insights from content analysis-based research
- ❖ **Videos may be tagged based on:**
  - Video uploader/ creator
  - Demographics: age, place, time, etc.
  - Genre: movie, comedy, etc.
- ❖ **Follow uploaders' channels**
- ❖ **Use different languages in search**

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## Cool! Now I've found it. What's next?

- ❖ **Subscribe** to interesting channels
- ❖ Create a **Playlist**
- ❖ Create a **FavoriteList**
- ❖ Create a **QuickList**
- ❖ **Download** the videos
- ❖ Create your own **DIVA** (Digital Video Archives)
- ❖ **Embed** the videos in your pages/ blog
- ❖ **Share** the links with other instructors
- ❖ "Taaaaaaag 'em"



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## Smart Tagging!

- ❖ **Content:** Alphabet, vocabulary, conversation, movie, speech
- ❖ **Language:** Arabic, Chinese, French, German, Spanish, etc.
- ❖ **Number/Year:** 1<sup>st</sup>/First, 2<sup>nd</sup>/second, 2001, etc.
- ❖ **Language skill-related tags:** reading, speaking, listening, writing, conversational
- ❖ **5 Cs:** Communication, Culture, Comparisons, Communities, Connections

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## More Smart Tagging!

- ❖ **Organizational:** First lesson, class one, first semester, Fall 09, ...
- ❖ **Date:** Week 6, October 21, ...
- ❖ **Genre:** Phone conversations, TV interview, soap opera, comedy, ...
- ❖ **Place/region/country:** Airport, South America, Egypt, ...
- ❖ **Target level:** e.g., intermediate (low), intermediate (mid), intermediate (high), advanced, advanced (plus), ...
- ❖ **Course (s) labels:** GER101, FRE203, SPA 313, ...



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## Challenges!!



- ❖ Accessibility in schools
- ❖ Appropriateness
- ❖ Offensive language and images
- ❖ Availability of videos
- ❖ Copyright issues
- ❖ Downloading, storing, video formats
- ❖ Criticism of YouTube: [http://en.wikipedia.org/wiki/Criticism\\_of\\_YouTube](http://en.wikipedia.org/wiki/Criticism_of_YouTube)

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