

YouTube in/on/of/for the classroom

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View this online (with links!): <http://mediatedcultures.net/ksudigg/?p=140>

Yes, you can (& should) use YouTube videos in the classroom ...

Why you can:

- Most of what you will want to do with online video will fall within the guidelines of Fair Use.
 - The basics: If it is for commentary, criticism, parody, or education, chances are it is fair use.
 - Try this [checklist](#) or this [interactive guide](#) to see if you are within the bounds of fair use.
 - Want to make a video? See [Recut, Reframe, Recycle: Quoting Copyrighted Material in User-Generated Video](#)

Why you should:

- relevance
- engagement
- new media literacy

Finding them

There are more than 100 million videos online. More than 100,000 are uploaded every day. Content is added 200 times faster than it can be watched. If you stand at YouTube's front door ([the most recently uploaded videos page](#)) you may feel a profound sense of hopelessness. How can we possibly find good video content in this ever-expanding morass of material?

- Search
 - Along with YouTube and Google, try a metasearch engine like [Dogpile](#), [mamma](#), or [MetaTube](#)
- Blogosphere
 - Search [Technorati](#)
 - Set up [RSS feeds](#) for relevant blogs on [Netvibes](#) or other RSS reader
- Rankings
 - [Viral Video Chart](#)
 - [Google's Sortable Rankings](#)
- Memediggers like [Digg](#)
- Specialty Sites
 - [BigThink](#)
 - [Fora.TV](#)
 - [SciVee](#)
 - [Project Look Sharp](#)
- [StumbleVideo](#) - tracks your likes and dislikes, compares them with others, and delivers content to you that you will probably like
- Social Tagging with [Diigo](#) - Let students start tagging videos they think are relevant and post them to a Diigo group. ([Example from May 2007 Intersession Class](#))
- Also, don't overlook content on DVD or VHS. Within the guidelines of fair use you may have a right to show this material in class when it is in the interest of criticism and education.
 - Tip: If you want to transfer copyrighted material onto your computer so you can edit it or remix it, try finding a video converter manufactured in the late 1990s (before macrovision copyright technology was embedded in them).

My favorite for PCs is the Dazzle DVC50 (check eBay & garage sales). You can also use [DVD Decrypter](#) to move .VOB files onto your hard drive which can then be converted to another format using [Super](#) and edited with your favorite video editing program.

Downloading them

- [zamzar.com](#)
- [Vixy.net](#)
- More advanced option (more hassle but better file quality): Use [Download Helper](#) to download unconverted Flash Video. Flash videos will not play with Quicktime or Windows Movie Player. Use [Super Encoder](#) to convert the video to the format of your choice or try the [Wimpy FLV player](#).

Remixing them

If you just want to crop, trim, and re-organize without changing the audio or putting new imagery over the audio, use something simple like [Windows Movie Maker](#) or [iMovie](#).

Want to do more?

PC: Try Sony Vegas (Movie Studio edition may be sufficient for you. [Compare features.](#))

Mac: [Final Cut Express](#) (or Pro version if you prefer and have the \$\$\$)

Teaching with them

- Render your videos as wmv files for playback in PowerPoint or mov files for Keynote. Or just keep them in a folder for easy access in a more loosely structured learning environment.

Teaching Tips

- Shorten long clips by cropping out irrelevant pieces of the video using basic video editing
 - or just note time-markers and skip through the video in class highlighting the most important pieces
- Never use a clip longer than 5 minutes (and preferably no longer than 2).
- If you must use a clip longer than 5 minutes, try to crop it into smaller segments and provide commentary or a time for discussion between clips
- Remember that the video does not have to say it all ... let your lecture become a part of the conversation with the video
 - or even better, let student discussion become part of the conversation with the video
- If you are uncomfortable with short clips, remember that you can always invite students to view the longer version online and save the class time for valuable face-to-face interaction

Teaching your students

- This is easier than you think. Just assign them to make one. Offer guidance, but they do not need to be told exactly how to do it.
 - Give them a link to my tutorial: [How to Create a YouTube Mashup](#) and ask them to find other tutorials online.
- Students learn what they do. Nothing will allow them to understand digital media better than truly participating in the production, dissemination, and discussion of digital media.

Good Resource from Project Look Sharp:

[12 Basic Principles for Incorporating Media Literacy and Critical Thinking into Any Curriculum](#)