Speaker:
 Name: Patrick Reynolds
 Institution: UNB
 Email: p.reynolds@unb.ca
 Position: Instructor

Title: Adrift in a Sea of Video Tutorials
Intended Audience: High School or Post-Secondary
Type of Presentation
Preferred: Long Presentation (60 minutes)
Language(s) of
Presentation: English
Description:

There is a tremendous wealth of mathematical instructional videos, available
freely online. These tutorials are popular among many, students and teachers
alike, but are not without criticism from the math ed community.   How does the
existence of such a body of content affect pedagogy in the classroom? How does
it intersect with the role of a teacher?

I first learned of the popularity of such video tutorials a few years ago from a
student who claimed to have learned all he needed to know to pass a course by
watching videos online. Since then I have attempted to familiarize myself with
those videos relevant for the courses I'm teaching; however, the
volume of content is too vast and rapidly expanding to keep up with, and it
often seems more efficient to create my own video rather than trying to find
``just the right one''. Furthermore, just because there is a video tutorial for
every introductory calculus problem under the sun (so it seems), it doesn't mean
 a student will be able to effectively navigate the wealth of content.

In this vignette, I hope to initiate a conversation with the
following questions in mind:
-- What constitutes an effective video tutorial? A clear exposition of how to solve a problem, or
something more?
-- Can we envisage a way of creating/editing video content in a collaborative, open-source way (e.g. a
WebWork for videos)? Or will most teachers find it easier to create their own, despite tremendous
overlap in content?
-- What opportunities do video tutorials present? Do they merely provide a way to displace the time
and setting of content delivery? Or does the ability to pause and rewind, anytime, anywhere, enhance
learning?

I look forward to a lively discussion.