Adrift in a Sea of Video Tutorials (Discussion)

Patrick Reynolds, UNB

CMEF, Ottawa

2 May 2014
The growth of online video instruction

2002  MIT OpenCourseware launches

2005  Salman Khan creates video tutorials for his cousins, later posts them to YouTube

2006  TED.com makes talks freely available online


2009  Khan Academy is founded

Worldwide number of Web servers doubles between Aug 2007 and Aug 2009 (Hobbes Internet Timeline)
The growth of online video instruction

2002  MIT OpenCourseware launches
2005  Salman Khan creates video tutorials for his cousins, later posts them to YouTube
2006  TED.com makes talks freely available online
2009  Khan Academy is founded

*Worldwide number of Web servers doubles between Aug 2007 and Aug 2009 (Hobbes Internet Timeline)*
The growth of online video instruction

2002  MIT OpenCourseware launches

2005  Salman Khan creates video tutorials for his cousins, later posts them to YouTube

2006  TED.com makes talks freely available online


2009  Khan Academy is founded

Worldwide number of Web servers doubles between Aug 2007 and Aug 2009 (Hobbes Internet Timeline)
The growth of online video instruction

2002  MIT OpenCourseware launches

2005  Salman Khan creates video tutorials for his cousins, later posts them to YouTube

2006  TED.com makes talks freely available online


2009  Khan Academy is founded

Worldwide number of Web servers doubles between Aug 2007 and Aug 2009 (Hobbes Internet Timeline)
The growth of online video instruction

2002  MIT OpenCourseware launches
2005  Salman Khan creates video tutorials for his cousins, later posts them to YouTube
2006  TED.com makes talks freely available online
2009  Khan Academy is founded

Worldwide number of Web servers doubles between Aug 2007 and Aug 2009 (Hobbes Internet Timeline)
The growth of online video instruction

2002 MIT OpenCourseware launches
2005 Salman Khan creates video tutorials for his cousins, later posts them to YouTube
2006 TED.com makes talks freely available online
2009 Khan Academy is founded

Worldwide number of Web servers doubles between Aug 2007 and Aug 2009 (Hobbes Internet Timeline)
Further growth, and hype

2010       Bill Gates raves about Khan Academy at the Aspen Ideas Festival
2010–11    Quadrupling of monthly unique Khan Academy views (TechCrunch.com)
2012       “Year of the MOOC”, hype and scrutiny
Further growth, and hype

2010  Bill Gates raves about Khan Academy at the Aspen Ideas Festival

2010–11  Quadrupling of monthly unique Khan Academy views (TechCrunch.com)

2012  “Year of the MOOC”, hype and scrutiny
Further growth, and hype

2010  Bill Gates raves about Khan Academy at the Aspen Ideas Festival

2010–11  Quadrupling of monthly unique Khan Academy views (TechCrunch.com)

2012  “Year of the MOOC”, hype and scrutiny
2012: Heightened scrutiny

The Washington Post
Posted at 11:20 AM ET, 07/23/2012
Khan Academy: The hype and the reality
By Valerie Strauss

Posted at 10:50 AM ET, 07/27/2012
How well does Khan Academy teach?
By Valerie Strauss
2012: Heightened scrutiny

Khan Academy: Amid the adulation, some critical voices

By Sharon Noguchi
2012: Heightened scrutiny

Khan Critiques: We Were Promised Jetpacks & Got Lectures

By Justin Reich on August 31, 2012 11:55 AM | 14 Comments
#mtt2k

D. Coffey and J. Golden critique a KA fraction video

...as does D. Borkovitz

...and D. Meyer, via Angry Birds
#mtt2k

D. Coffey and J. Golden critique a KA fraction video

...as does D. Borkovitz

...and D. Meyer, via Angry Birds
#mtt2k

D. Coffey and J. Golden critique a KA fraction video

...as does D. Borkovitz

...and D. Meyer, via Angry Birds
Evidence-based suggestions

D. Muller (Veritasium) conducts a video-based experiment, finds increased confidence but poorer performance after watching clear, concise video.

M. Pershan asks “What if Khan Academy was made in Japan?”, citing TIMSS study
Evidence-based suggestions

D. Muller (Veritasium) conducts a video-based experiment, finds increased confidence but poorer performance after watching clear, concise video.  

M. Pershan asks “What if Khan Academy was made in Japan?”, citing TIMSS study
Popular math

People sure do love mathematical entertainment. . .
Anecdotes from my teaching

- “What is this called?”
- “I watched 4 hours of Khan Academy and still bombed this exam”
- “That was exactly the video I wanted, I just didn’t know how to find it”
Anecdotes from my teaching

► “What is this called?”
► “I watched 4 hours of Khan Academy and still bombed this exam”
► “That was exactly the video I wanted, I just didn’t know how to find it”
Anecdotes from my teaching

- “What is this called?”
- “I watched 4 hours of Khan Academy and still bombed this exam”
- “That was exactly the video I wanted, I just didn’t know how to find it”
Parameters of the discussion

I’d like to restrict our attention to:

- Short videos (1–30 minutes),
- created by we-the-math-educated, for our students,
- which can be shared online (with our students, or even others’ students),
- and are low-cost to create, possibly even with a mobile device.
Parameters of the discussion

I’d like to restrict our attention to:

- Short videos (1–30 minutes),
- created by we-the-math-educators, for our students,
- which can be shared online (with our students, or even others’ students),
- and are low-cost to create, possibly even with a mobile device
Parameters of the discussion

I’d like to restrict our attention to:

- Short videos (1–30 minutes),
- created by we-the-math-educators, for our students,
- which can be shared online (with our students, or even others’ students),
- and are low-cost to create, possibly even with a mobile device
Parameters of the discussion

I’d like to restrict our attention to:

- Short videos (1–30 minutes),
- created by we-the-math-educators, for our students,
- which can be shared online (with our students, or even others’ students),
- and are low-cost to create, possibly even with a mobile device
Talking points

The online video medium has potential beyond “Let ME show YOU how to do [technique]”

Hundreds of math educators creating “Chain Rule Example” videos is an ineffective use of our time and talents.

“I learned more watching 10 mins of Khan than in 1 hr of lecture.”

What features of videos appeal to you, as an educator? As a content creator? (e.g. length, interactivity???, narration)

Would there be any value in “How Not To” videos?
Talking points

The online video medium has potential beyond “Let ME show YOU how to do [technique]”

Hundreds of math educators creating “Chain Rule Example” videos is an ineffective use of our time and talents.

“I learned more watching 10 mins of Khan than in 1 hr of lecture.”

What features of videos appeal to you, as an educator? As a content creator? (e.g. length, interactivity???, narration)

Would there be any value in “How Not To” videos?
Talking points

The online video medium has potential beyond “Let ME show YOU how to do [technique]”

Hundreds of math educators creating “Chain Rule Example” videos is an ineffective use of our time and talents.

“I learned more watching 10 mins of Khan than in 1 hr of lecture.”

What features of videos appeal to you, as an educator? As a content creator? (e.g. length, interactivity???, narration)

Would there be any value in “How Not To” videos?
Talking points

The online video medium has potential beyond “Let ME show YOU how to do [technique]”

Hundreds of math educators creating “Chain Rule Example” videos is an ineffective use of our time and talents.

“I learned more watching 10 mins of Khan than in 1 hr of lecture.”

What features of videos appeal to you, as an educator? As a content creator? (e.g. length, interactivity???, narration)

Would there be any value in “How Not To” videos?
Talking points

The online video medium has potential beyond “Let ME show YOU how to do [technique]”

Hundreds of math educators creating “Chain Rule Example” videos is an ineffective use of our time and talents.

“I learned more watching 10 mins of Khan than in 1 hr of lecture.”

What features of videos appeal to you, as an educator? As a content creator? (e.g. length, interactivity???, narration)

Would there be any value in “How Not To” videos?
Talking points

The online video medium has potential beyond “Let ME show YOU how to do [technique]”. Hundreds of math educators creating “Chain Rule Example” videos is an ineffective use of our time and talents.

“I learned more watching 10 mins of Khan than in 1 hr of lecture.”

What features of videos appeal to you, as an educator? As a content creator? (e.g. length, interactivity???, narration)

Would there be any value in “How Not To” videos?