

**YouTube Anchors and Enders:
The Use of Shared Online Video Content as a Macrocontext for Learning**

Curtis J. Bonk, Professor
Indiana University
School of Education: Room 4022
Instructional Systems Technology Department
201 N. Rose Avenue
Bloomington, IN, USA
cjbonk@indiana.edu

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The emergence of the Web 2.0 has brought a wealth of new resources and materials for teaching and learning (Alexander, 2006; Downes, 2005; The Horizon Report, 2008; Time Magazine, 2006/2007). One day you hear about a new online news service, the next day there are pronouncements about the scanning of more than a million books (Benson, 2005), and the day after that there is a new document or video repository (e.g., Scribd.com, SciVee, YouTube, et.). Colleagues down the hall or in another university will record podcasts of their classes and make them available for you and your class (Deal, 2007). Others create repositories and summary lists of those podcasts. When attending conferences and professional development forums you hear about innovations of instructors at other universities and institutes.

Lately, one craze in higher education is related to the use of open educational resources (OER) (Geser, 2007; Johnstone, 2005) which typically offer freely accessible contents for anyone with an Internet connection. There are free and open online courses from MIT (Huijser, Bedford, & Bull, 2008; Lee, Lin, & Bonk, 2007) and dozens of other universities around the world. In addition, there are open access portals such as MERLOT and Connexions as well as and shared online video of class lectures, invited speakers, and other content from many higher education institutions and professional organizations. A second trend is that the content available for learning is shifting from that which was formally authored by an organization or institution to that designed by learners or trainees. This is a participatory learning age (Brown & Adler, 2008) where "YouContent" (Masie, 2008, p. 12), or content that is personalized and perhaps created by the learner (Lenhart & Madden, 2005), is becoming more accepted and expected. As highlighted by a special issue of Time Magazine wherein "You" were named the "Man of the Year," Web 2.0 technologies offer increasing power to the learner or user (Time Magazine 2006/2007).

Inter-Institutional Collaboration

As such participatory and collaborative technologies become increasingly common, so, too, are calls for collaboration with them across classes, universities, countries, and regions of the world. When you teach in instructional technology, experimentations with collaborative technologies are simply expected. I have spent the past two years trying out an assortment of new ideas and approaches with emerging technologies and associated pedagogy with instructors from other universities and countries.

For instance, two years ago, Dr. Mimi Lee from the University of Houston and I discussed various ways we might foster rich and engaging interaction and collaboration of ideas across our classes to collaborate. As we talked, various emerging technology ideas filled the air. Might we use videoconferencing to start or end our courses? Sure! With free Internet-based videoconferencing, that was a relatively seamless way to collaborate. Might we try to have our students matched up for feedback on online papers and book chapters and turn them into a wikibook? Yes, that would be possible as well, though many more steps would be involved.

Wikibooks. We have coordinated online paper exchanges across our classes, critical friend activities on critique papers and final assignments, videoconferencing introductions, discussions, presentations, and celebrations, and even jointly created wikibooks. During that semester, we

