



# Video Sharing

SVEA TRAINING MODULES

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PROMOTING WEB 2.0 IN VET AND ADULT TRAINING





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## Introduction

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This module explores how video sharing websites, including YouTube, the free online video social networking website can be used in education. It is aimed at teachers who are relatively new to social networking and will demonstrate how such applications can be used to engage with modern learners who already use the same tools in their social lives. There are five learning sessions and a series of practical exercises for you to complete as you work through the module. The focus is on topics that will equip the teacher with the knowledge and skills to develop interactive learning activities for use with their students both inside and outside of the classroom.

### Session 1 - Introduction to Web 2.0 Video Apps

This session provides an introduction to how the use of visual social media is used in education to engage and enhance learning. It highlights some of the benefits, pitfalls and challenges facing teachers and learners when developing and using visual materials in learning. The session also highlights one of the key barriers of 'blocking' social networking sites that contain learning materials ideal for learners.

### Session 2 - Introduction to YouTube and Teacher Tube

This session focuses on the market leader in Web 2.0 online video sharing – YouTube, and introduces Teacher Tube specifically created for educational use. A number of examples are introduced from across the world where YouTube is used extensively providing free educational content for all ages. You will also be shown how to create an account and search for content relevant to your curriculum area.

### Session 3 - Creating your own video content

This session concentrates on creating your own content using a mobile phone and transferring to a computer in preparation for uploading to YouTube. You can also use your own digital camera/camcorder as well but this assumes that you can connect to your computer. In addition, there are a number of open source video capture software programs available that allow you to create video resources on your computer. One example is covered as part of the session to provide ideas that can be used in creating your own materials.

### Session 4 - Making your content available online

This session shows more examples of 'home grown' content from existing teachers and then concentrates on uploading the videos taken from session 3 that could ultimately form part of a future lesson. When a number of relevant videos have been found (from searching) or created and uploaded, Playlists can then be created to access the groups of videos making it easier for learners to access video materials that you have identified as relevant to the audience in question. The session ends with an opportunity to discuss your own views on whether this is the way forward to engage VET.

## Session 1 - Introduction to Web 2.0 Video Apps

### Introduction

There are millions of videos freely available and many are suitable for educational use. What's more, in most cases you do not need to worry about copyright issues when using most of them. It is important to refer to the hosting sites' Terms and Conditions. However, in most cases authors forfeit their rights by uploading their content in the first place.

A vast number of video sharing websites are freely available and the challenge to the teacher is to find the most appropriate and suitable materials for use with their learners. As in all cases when using resources from the web, you (the teacher or trainer) need to watch the videos first and decide how 'appropriate' they are for your learners.

### Learning Outcomes

By the end of this session you will have:

- Identified a range of useful video sharing sites
- Understand some of the issues regarding visual learning

### What you have to do

This session provides a brief overview of the development of media rich resources available on the web that could be used for Teaching and Learning. You may have found a whole host of others that could be of use to teachers within the same subject area. To conclude the session, a short activity has been created to identify the most appropriate sites available where you will be invited to share your own views on the issues raised in the discussion forum.

### 1.1 How video can be used to enhance Teaching and Learning

Accessing online videos and video sharing is still a relatively new concept that is now accessible to millions of people, in part because of much faster broadband speeds and access to high quality digital cameras (just think of the capacity in a mobile phone). Whilst the growth of social networking video sites allows any individual to easily share self-created content, many educators have seen the value of using the technology to provide resources for learners to underpin their studies. Instead of teachers and trainers spending hours developing their own teaching materials, it is highly likely that there are existing resources available on the web that would be suitable. This means that teachers and trainers need to develop their own IT skills and understand how to find relevant content before constructing engaging lessons for learners. Teachers also need an understanding of how learners learn and then construct relevant materials to suit.

[Here](#) you can find a video where Professor Curt Bonk explains how video resources can be used to enhance online learning. The video is a whirlwind journey in 10 minutes that covers how theories of learning are applied through the use of video in teaching and learning, the wealth of video resources available on the web across many curriculum areas and

ideas in using videos for delivery and support of the curriculum. You will probably need to watch the video more than once to absorb the many examples presented.

As you have seen, Curt is a very enthusiastic presenter and the video reinforces the theories of learning to engage learners effectively. The next session moves on to explore visual learning in more detail.

## 1.2 Online Visual Learning

'A picture paints a thousand words' so the saying goes. The use of visual aids has long been known to enhance, reinforce and explain a particular idea or concept to allow learners to grasp what the teacher is explaining. The internet has opened up access to so many different types of visuals including, animation, graphics, virtual walk throughs, video, illustrations, photographs and so on. When used appropriately they can bring an understanding to the learner in an instant. When used inappropriately, they can also cause confusion. For example, clipart is often used on web pages, presentation slides etc. Often, the teacher has added an image that has no relevance to the topic and has simply added an image to make the slide look nice. An understanding of the do's and don'ts when using visual imagery is important to create engaging and relevant materials that learners can understand.

Take a look at this [video](#) that leads the viewer through some of the advantages, pitfalls and challenges of using visuals in learning including animations and illustrations. The wealth of visual aids and websites containing free images, virtual tours, video blogs, interactive news and so on are discussed with examples demonstrated. This is a great video for generating ideas that can be transferred to your teaching.

You may need to rewind the video to make note of some of the websites mentioned. It is worth building up your own library of websites that can be used with your learners or share with other teachers and trainers. The next section provides some useful links to video sites that you may not be aware of.

## 1.3 Examples of Videos across the world

As mentioned earlier in the introduction, there are millions of videos available for use in education. The difficulty (challenge) is to find and then decide which are most suitable and appropriate for your learners. A small list is provided below that includes dedicated TV sites, company video sites, educational University sites and generic open for all video sharing sites.

Note - each image is a link to the website in question and opens in a new window.

**Academic Earth** is a useful site that provides soundbites on a wide range of topics from astrophysics to medicine as well as collating lectures, seminars etc. from a whole host of academics across the world.



**Fora TV** is a site that contains a wide range of videos on conferences and events from around the world covering a wide



array of topics and subjects.

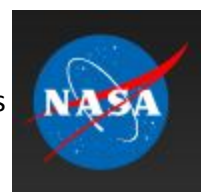
**Link TV** appears at first to be a news site, however there is a wealth of videos suitable for delivering a range of topics.



**MIT World** contains a wealth of videos, lectures, and free training materials that are relevant to a whole host of subject areas from Business to Climate Change to Technology. There are over 800 videos on this site alone.



The **NASA** site contains so much more than videos, however it is an invaluable resource that Teachers can tap in to.



There are many, many others available including Yahoo, Google, Microsoft and obviously YouTube to name some of the more IT based companies. As in the previous section, it is worth building up your own library of links to these sites as they are constantly updated with new materials. An easy solution is to add them to your Favourites folder in your Internet Browser.

The final session looks at the issue of 'blocking' sites, particularly in the classroom. Imagine you have prepared a lesson linking to great videos that will really engage your learners and you get in the classroom and ..... website blocked due to security reasons!. This is not an unfamiliar occurrence.

## 1.4 But what if the website is blocked?

You may want to use online videos in your lessons, but sites such as YouTube are sometimes blocked by educational establishments. Each institution will have its own policy depending on where they are in the world, the age of the learners, who runs the network and maybe even the national laws in that country. The report below was written for schools, however the principles apply to any establishment where websites are blocked.

Companies such as Lightspeed systems are producing educational portals that allow teachers and trainers to easily allow individual videos rather than a whole site. If you have such a problem you may wish to share the following paper with your institutional manager or network technician. For many schools, colleges, educational institutions blocking websites may at first appear to be a huge barrier, however the move to risk management is now more common. There are relatively simple solutions to making exciting media rich resources readily available to our learners for all ages. [Here](#), for instance, you can find an article about including Youtube in schools.

It is very frustrating when the technology gets in the way of teaching (not just accessing resources on the web) and teachers and trainers often become 'switched off' and see it as a barrier to their delivery. The resources are out there and barriers can be overcome. Risk managed is better than risk averse.

The final session brings together the key issues covered and provides you an opportunity to share your thoughts with other educators in a discussion forum.

## 1.5 Conclusion and Discussion

This session provided a general introduction to online video sites/resources and the advantages, benefits and pitfalls of visual learning (Curt Bonks whistlestop tour). You may have subscribed to some of the websites based on whether you found anything useful for your own delivery.

You were introduced to the advantages, benefits and pitfalls of video sharing sites and how this could be valuable for education. In the next session you will be looking in more detail about how YouTube can be used in education. Before you move on, however, you are invited to share your views on what you have learned so far. Do you have any experiences of using video sharing sites that you'd like to share or maybe you have really good resources on sites that are blocked in your school or college? Post a message on the [discussion forum](#) and read the views of others.



## Session 2 – Introduction to YouTube and Teacher Tube

### Introduction

As you will have discovered in the previous session there are a large number of video resources sites that exist and can enhance your learning activities. This session focuses on YouTube and TeacherTube and demonstrates the wealth of resources available on each site. One of the key skills that all teachers need is how to search effectively to find what they are looking for. Some tips on achieving this are included in the session. In most cases the skills demonstrated can be applied to other video sharing websites available.

### Learning Outcomes

By the end of this session you will have:

- Searched for resources on YouTube and TeacherTube
- Created an account on YouTube
- Discussed the value of YouTube in teaching

### What you have to do

This session provides an introduction to YouTube and Teacher Tube with a focus on resources used in teaching and learning. A discussion forum has been set up when you have worked your way through the resources where you will find an activity relating to this session - can YouTube really enhance teaching and learning.

### 2.1 YouTube and Social Networking

YouTube is an online public video sharing website that allows users to upload content that can be shared with friends and family (Private mode) or made publicly available for anyone to see. The videos uploaded vary in quality and are from complete beginners to professional TV quality. Pretty much anything can be uploaded to YouTube (some restrictions apply) and as with any social networking site the spectrum of content is vast - sublime to the ridiculous. It is a shop window for anyone who wants to share any content from anywhere in the world.

That said, there are some wonderful resources of an educational nature, entertainment, comedy, marketing, music, business promotion and How to's - from wiring a plug to delivering a baby.

Many educational institutions (schools, colleges, universities, voluntary groups) have created their own YouTube sites that are used for promotion, share events and more importantly in this session learning resources. There are online lectures, videos to support a range of subjects and bite sized chunks of learning that have been collated from other video sharing sites appropriate to support the delivery of the curriculum in a single shop window for ease of access.

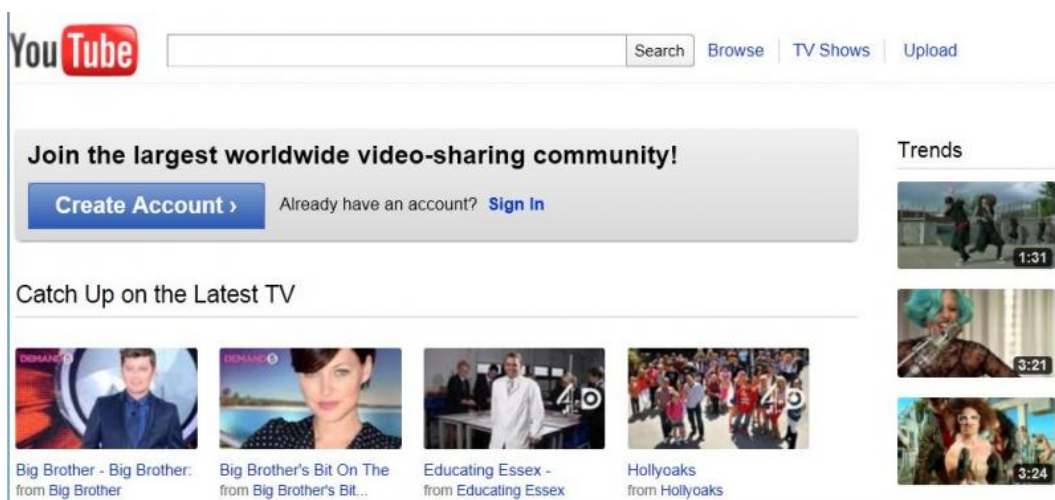
It probably is the market leader in video sharing (owned by Google) and can enhance learning through the use of media rich resources. As previously mentioned – it's up to the

teacher or trainer to identify and target resources that are suitable for the curriculum they are delivering as it would be easy to get lost or sidetracked looking at materials not relevant to the subject being delivered.

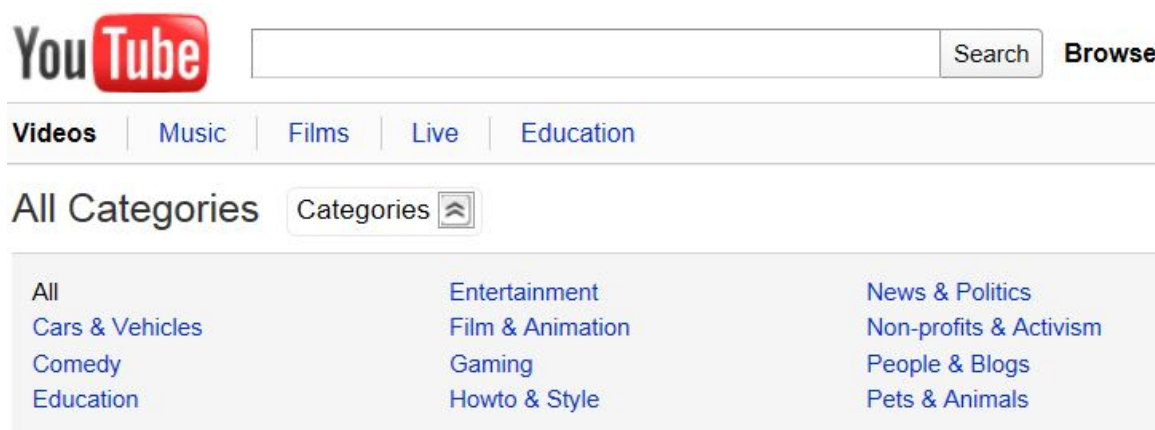
## 2.2 Searching on YouTube

To access the site go to [www.youtube.com](http://www.youtube.com) or click on the image below (the link will open in a new window).

One of the key skills needed to find relevant content is the ability to search in a smart way, using key words. When videos are uploaded, key words are added by the person uploading the video. For example, if a video of a car is uploaded, then typical key words would be; car, the make and model, possibly the colour, the engine size etc. If no key words are added - how can others find it?



Near the top of the screen you will find the search tool as shown above. You can search for videos by entering key words although you may be presented with hundreds of videos to look at. There is another option - click on the Browse link. Here you will find a button title 'Category'. Although relatively simple you can then browse through each category at your leisure. If you click on Education you will find a sub category by subject available i.e. Mathematics, Arts etc.



As you will see, it takes time to find a suitable video but there is a better way of narrowing your search to make it more specific and hopefully to find the video you are looking for.

- Use more than one keyword
- Use " " to join phrases. *"Quantum Physics"* would only return the result where the words are adjacent to each other.
- Use - to remove unwanted result. *Manchester-United* would return videos relating to Manchester and any linked to Manchester United will be filtered out.
- Try finding a suitable video for a subject of your choice and experiment with different key words to see how long it takes to find it

You should be able to navigate your way around the site quite easily, finding what you want is another matter. The better your search skills, the quicker you will find what you actually want.

## 2.3 Creating a YouTube account

In order to upload your own content you will first need to create a YouTube account. Please note that you need a valid email address first. The following steps will guide you through the process of creating a YouTube account (if you already have one skip this resource).

Step 1 Go to [www.youtube.com](http://www.youtube.com)



Step 2 - Click **Create Account**

The image shows the 'Create Account' form on YouTube. It includes fields for 'E-mail Address', 'Username' (with a note that it can only contain letters A-Z or numbers 0-9 and a 'Check Availability' link), 'Location' (a dropdown menu currently showing 'United Kingdom'), 'Postcode', and 'Date of Birth' (three dropdown menus for day, month, and year). There are radio buttons for 'Gender' (Male and Female). Two checkboxes are present: one checked for 'Let others find my channel on YouTube if they have my email address' and one unchecked for 'I would like to receive occasional product-related email communications that YouTube believes would be of interest to me'. Below these is a section for 'Terms of Use' with a link to 'Please review the Google Terms of Service and YouTube Terms of Use below:'. This is followed by a scrollable box containing 'Terms of Service' and '1. Your relationship with YouTube'. A warning states: 'Uploading materials that you do not own is a copyright violation and against the law. If you upload material you do not own, your account will be deleted.' Below this is a line of text: 'By clicking "I accept" below, you are agreeing to the YouTube Terms of Use, Google Terms of Service and Privacy Policy.' At the bottom is a blue 'I accept' button.

Step 3 - Once you have filled in your details, (notice how YouTube don't ask for your name) read the **Terms of use** and click **I accept**.

## Create a new YouTube | Google account

Signing up for YouTube means creating a Google Account that you can use to access YouTube, iGoogle, Picasa and many other Google services.

If you already have a Google Account, you can [sign in here](#).

### Create your Google Account


Your YouTube username:

Your current email address:   
e.g. myname@example.com. This will be used to sign-in to your account.

Choose a password:   
Minimum of 8 characters in length.  
[Password strength:](#)

Re-enter password:

☒ Enable Web History. [Learn More](#)

Word Verification:  


Step 4 - Choose a password and once you've entered the 'Capatcha' verification word click **Create my new account!**



#### Please check your email and confirm your address

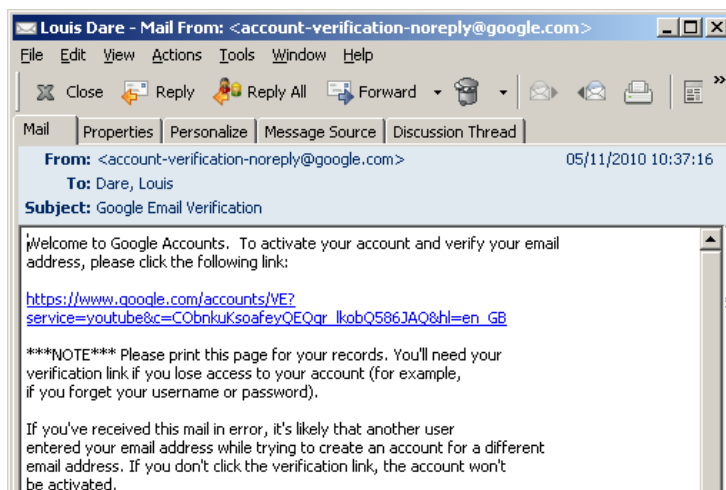
A confirmation email has been sent to you. It may take a few minutes. Follow the directions in the email to confirm and complete your account.

- [Didn't get your verification email?](#)
- [Used the wrong email address?](#)

#### Account information

- YouTube username: **m4tlouisd**
- Google Account email address: **[louis.dare@moodle4teachers.co.uk](mailto:louis.dare@moodle4teachers.co.uk)**

Step 5 - In order to verify you Google, who own YouTube, have sent you an email with a unique link. Open your mailbox and locate an email with the subject **Google Email Verification**.



Step 6 - Within the email double click on the link which may be in blue.



You are now registered with YouTube!

#### Account information

- YouTube username:  
m4tlouisd
- Google Account email address:  
louis.dare@moodle4teachers.co.uk

#### Start using YouTube

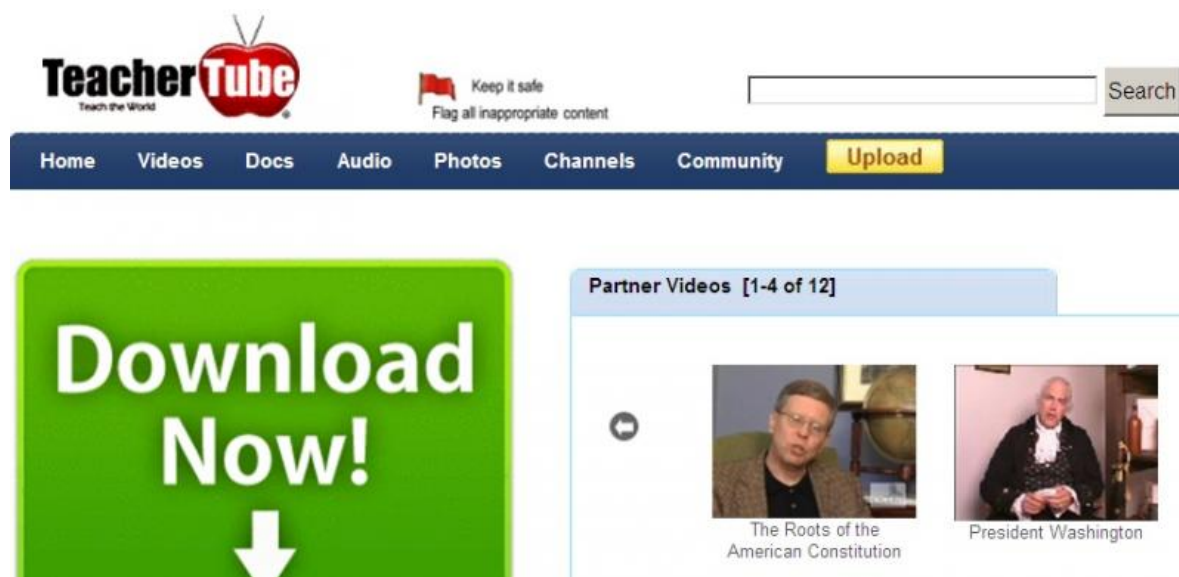
- [Customise your channel page](#)
- [Upload and share your video](#)
- [Set your account preferences](#)

If successful you should see the message as displayed as above. If you do have any problems with creating an account - search the YouTube site using 'How do I create an account on YouTube?' There are a number of videos that show you how to do it!

## 2.4 Introduction to TeacherTube

TeacherTube is specifically for educational use. This is one of the solutions to websites being blocked i.e. the content 'should' be relevant to teaching and learning only and hence is a very strong argument for unblocking the entire site. Although originally set up for video sharing, it also includes images and audio files for educational use.

The website can be accessed by clicking on the link [www.teachertube.com](http://www.teachertube.com) (link opens in a new window).



In the same way as you searched on YouTube, simply type in the relevant key words in the Search tool and click Search. The more specific the key words, the quicker you will find what you are looking for.

As this is a video sharing site for educationalists, there is less chance of finding the general home grown party movie due to the fact that it is for education.

As before, take a look around the site using a range of key words and also have a look at the range of additional image and audio resources available. If you wanted to upload videos of your own you would need to register on the site - again, a valid email address is required. Scroll down the home page until you see 'Sign up for free' and then follow the instructions.



## 2.5 Conclusion and Discussion

This session provided an introduction to YouTube and Teacher Tube. You should now be able to navigate around both sites and use key word searches to find resources relevant to your curriculum area and if you haven't already, created a user account.

The question you might have considered is whether or not YouTube (and other video sharing sites) would enhance your teaching and learning? A video played in isolation isn't really of much use. When you combine videos with learning activities that engage learners, a teacher is compiling the lesson to create a learning outcome and the video is merely a resource being used - albeit a very powerful one.

Before you move on, however, you are invited to share your views on what you have learned so far. Do you have any experiences of using YouTube, positive or negative that you'd like to share in the discussion forum? Post a message on the [discussion forum](#) and read the views of others.

[Here](#) you can find one more article that may be useful to read before going to the blog. Below is an article from the website Internet.com posted in July 2010 which discusses whether or not YouTube is the future of Online Education.



## Session 3 – Creating your own video content

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### Introduction

So far you have been introduced to content that already exists, but what about situations where it doesn't? In some cases you may be able to film the content yourself as part of a classroom activity.

This session will provide generic information on how video footage can be captured on a typical mobile phone or computer. [The following video](#) may be used as a learning resource or as assessment evidence.

Most mobile phones can now record full motion video with sound at a watchable quality. In addition to the mobile phone, open source software such as CamStudio can be used to capture onscreen footage which could be used to demonstrate how a certain procedure is carried out within an application. For those advanced IT users you could even join the two together as shown in the example on this page. This session doesn't cover video editing but you could always search on YouTube for a tutorial!

### Learning Outcomes

By the end of this session, you will have:

- Created a video on a mobile device
- Created a screen capture video

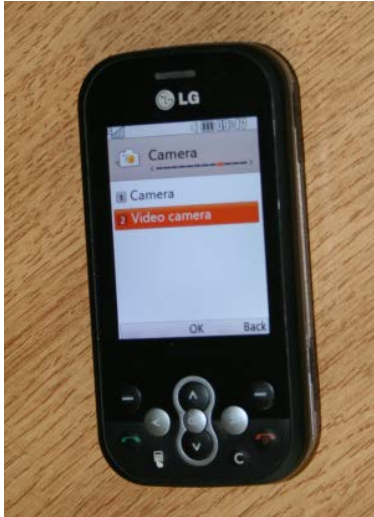
### What you have to do

This session will give you the opportunity to create a couple of videos from a mobile device and also using a program that captures your mouse movements on a computer screen.

### 3.1 Filming Video on a Mobile Phone

The world of filming videos used to be limited to professionals with very expensive equipment. Since the development of digital technology, cameras are commonly integrated into a number of devices from mobile phones, your computer, digital tablets as well as conventional camcorders. The quality of cameras integrated into these products is very high which means that high quality videos are accessible to anyone with a mobile device.

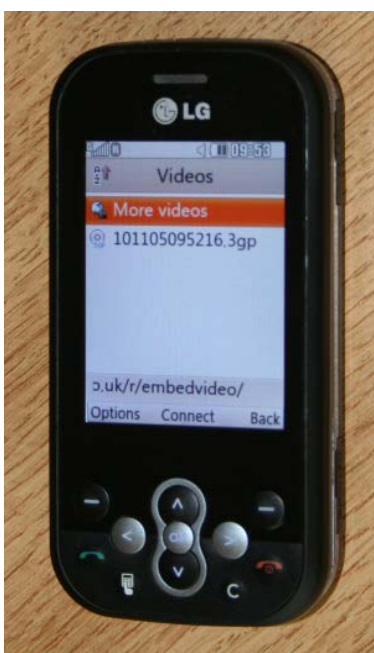
In education, the more innovative teachers and lecturers have been using video to create their own content but also by learners when collecting evidence for coursework that is now accepted by awarding bodies as an authentic source of work. Therefore, creating your own videos has never been easier. The example shown below has been written for a particular mobile phone although if you read the User Manual for your own phone, you will find the process very similar.



**Step One.** Select the Video Camera option from either the main menu or the Camera option screen.



**Step Two.** Click **Record** and start shooting. Click **Stop** once you have finished.





**Step Three.** Your video file should now be stored on either your mobile phone or your mobile phone's removable memory card.

Don't worry too much about the quality at this stage as the tutorial is merely to get you to create a short video. You will be uploading this to YouTube in a later session.

### 3.2 Copying a video to a computer

Although you can upload video straight from a mobile phone straight to YouTube, not every mobile device is internet connected. It is often easier to copy the video across to a computer first and the more 'experimental' users with appropriate editing software can edit the video to include additional text, apply different effects and so on. There are many free video editing applications available on the web but that topic is outside the scope of this session.

Copying files from a mobile phone to a PC (or Mac) shouldn't be any different than copying from a USB drive. Most phones come with USB Data cables. However, replacements can usually be bought from eBay for around 99p.



**Step 1** - Connect the mobile phone via USB cable

Name	Type
<b>Hard Disk Drives</b>	
Local Disk (C:)	Local Disk
<b>Devices with Removable Storage</b>	
DVD-RAM Drive (D:)	CD Drive
<b>EOS_DIGITAL (W:)</b>	Removable Disk

**Step 2** - In most cases the phone can be accessed via the **My Computer** icon. In the example above the phone is shown within **Devices with Removable Storage**

Name	Size	Type	Date Modified
101105095216.3gp	108,538 KB	3GPP Content	02/11/2010 11:24

**Step 3** - Once you have selected the drive you should be able to locate your video file and copy and paste into a relevant folder on your computer.

You should now have a video stored somewhere on your computer.

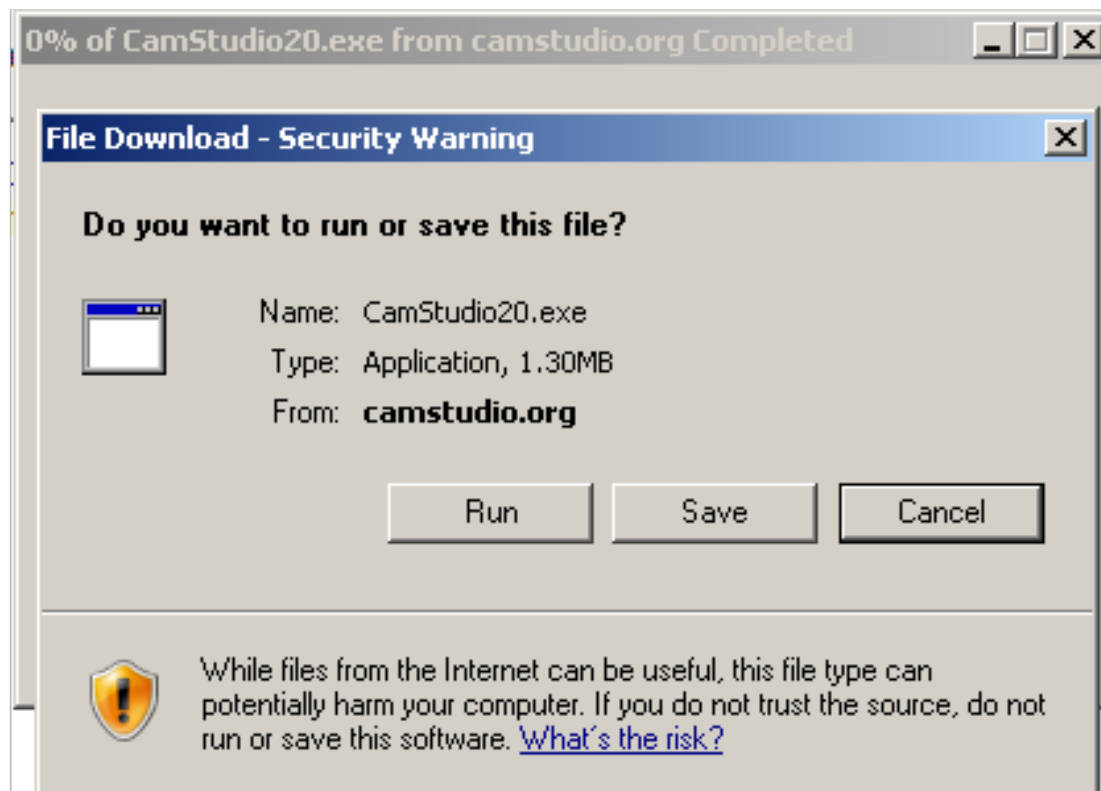
### 3.3 How to Download CamStudio

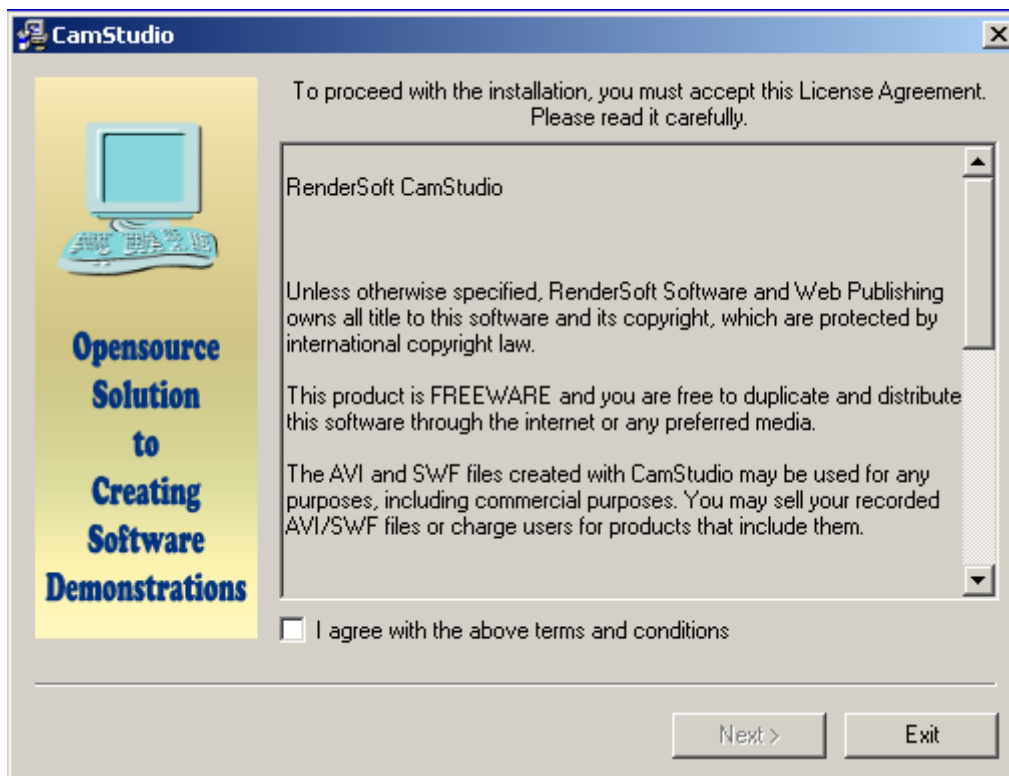
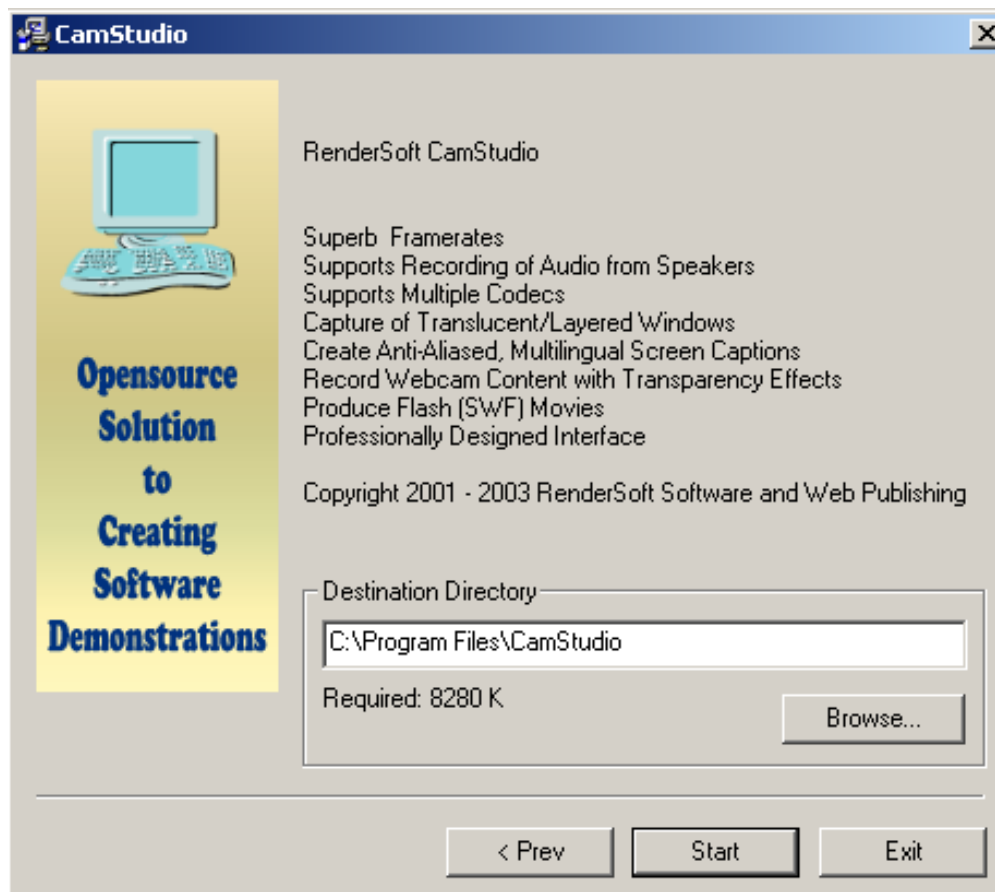
If you have ever tried filming a computer screen, you will find that the quality is extremely poor. There are a number of free applications available that allows you to capture activities that you are making on your computer. For example, if you want your learners to go to a certain web page and then navigate to somewhere else, it may be easier to show them through a video rather than just giving them a web link. It is common to use this application when teaching IT, particularly with more complex packages. In other words it's almost a training video, that any user can follow.

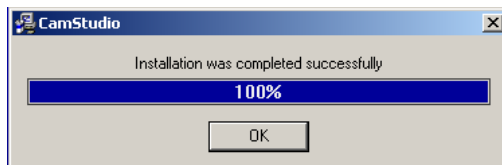
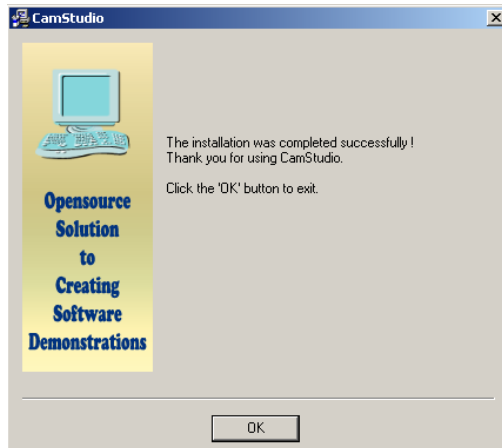
CamStudio is one such application and is a free open source program that can be used to capture on screen demonstrations or procedures. You can download it from the window below.

You can also click here to launch <http://http://camstudio.org/> in a new window.

**Step 1** - Click here to download [CamStudio20.exe](#)



**Step 2 - Click Run****Step 3 - Read the Terms and conditions and once you have agreed click Next**

**Step 4 - Click Start****Step 5 - Click OK once complete****Step 6 - Click OK to finish**

Alternatively you could also try Jing which works on both Mac and PC. This can be downloaded from <http://www.techsmith.com/Jing>

The software should now be installed and ready for use.

### 3.4 How to Capture with CamStudio

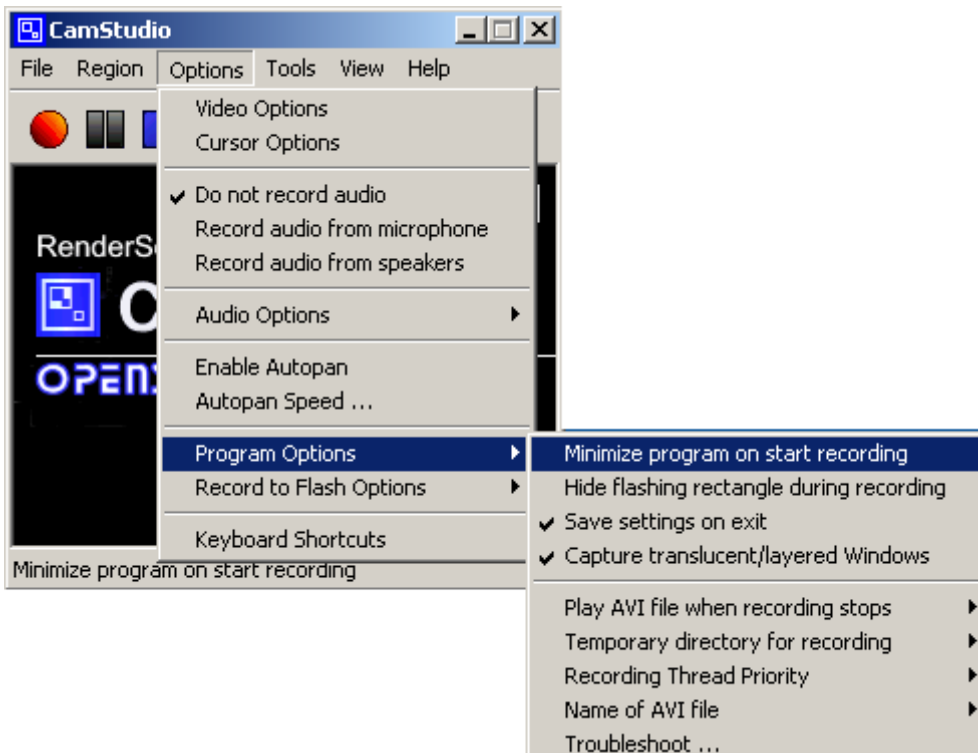
Once the software is installed, it is now a relatively simple process to create a video file. The example shown shows learners how to navigate a series of websites. The example created can be viewed in [this video](#).

**Step 1 - Launch the software on the computer.**

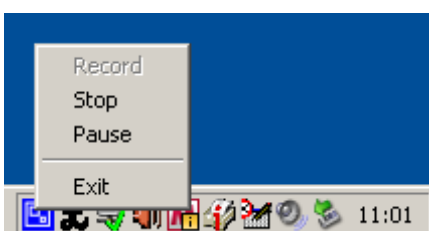
**Step 2** - It is recommended that you fill the Full Screen until you have become more confident with the software and the recording process. Select **Full Screen** from the **Region** menu.



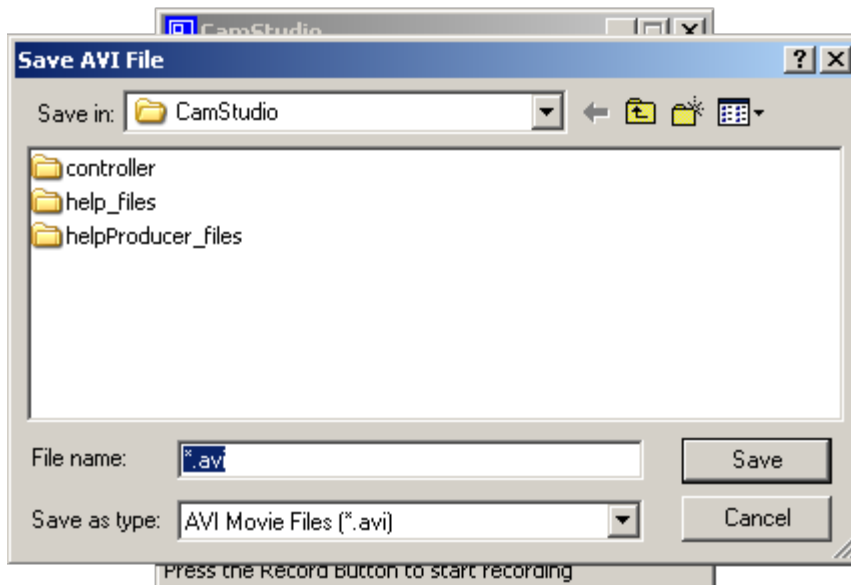
**Step 3** - So that you do not film the CamStudio interface select **Minimize program on start recording** from within **Program Options** which can be found within the **Options** menu.



**Step 4** - Click the **Record** icon and then carry out your demonstration.



**Step 5** - Once you have finished, right click on the CamStudio icon within the system tray (lower right of the monitor) and click **Stop**



**Step 6** - Give your video an appropriate file name and store in a suitable folder.

Now that it is ready to use, it's worth opening the file to view it. You may want to create another one if you find it doesn't appear as you expected. There is a bit of trial and error when you first start using the software.

### 3.5 Conclusion and Discussion

If you had followed the exercises in the materials you should have a couple of videos in preparation for the next session, however you will have learned how easy it is to create your own content. Although only an introduction, the more practice you have the better the product.

As the curriculum expert, you will know what videos you would like to use with your learners. A 20 second video would save you hours of writing up notes. Learners have access to the same technologies as teachers (often more) and are comfortable using it.

To recap: Make sure you have at least one video that you have created (only 30 seconds worth) ready to start compiling a lesson.

Before you move on, however, you are invited to share your views on what you have learned so far. Do you have any experiences of using your own video content that you'd like to share or maybe you have feedback from learners that already use videos in class? Post a message on the [discussion forum](#) and read the views of others.

## Session 4 – Making your content available online

### Introduction

Now that you have created a YouTube account and filmed some video the next step is to upload them to a video sharing website - YouTube. This session will demonstrate how to upload your own video and how your learners can comment on them as part of a learning activity.

As you will have discovered in the previous session there are a large number of video resources sites that exist and can enhance your prompt ideas for learning activities.

### Learning Outcomes

By the end of this session you will have:

- Uploaded videos to YouTube
- Create a video Playlist
- Discussed the effectiveness of using video for learning and teaching

### What you have to do

This session demonstrates how to upload videos to YouTube and create Playlists so that all the videos needed are in one place. A discussion forum has been set up when you have worked your way through the resources where you will find an activity relating to this session - can YouTube really enhance teaching and learning?

### 4.1 Uploading Video

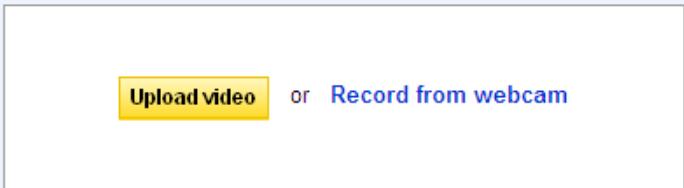
If you haven't already done so you will need to create a YouTube account ready to upload videos (click [here](#) to access the resource that shows you how to do this - the link opens in a new window).

When your account is set up, it is relatively straight forward to upload your videos. Go to the YouTube website ([www.youtube.com](http://www.youtube.com)) and log in to your account using the Sign in link on the right hand side of the website.

After logging in:

**Step 1** - Click on **Upload** to the right of the search bar

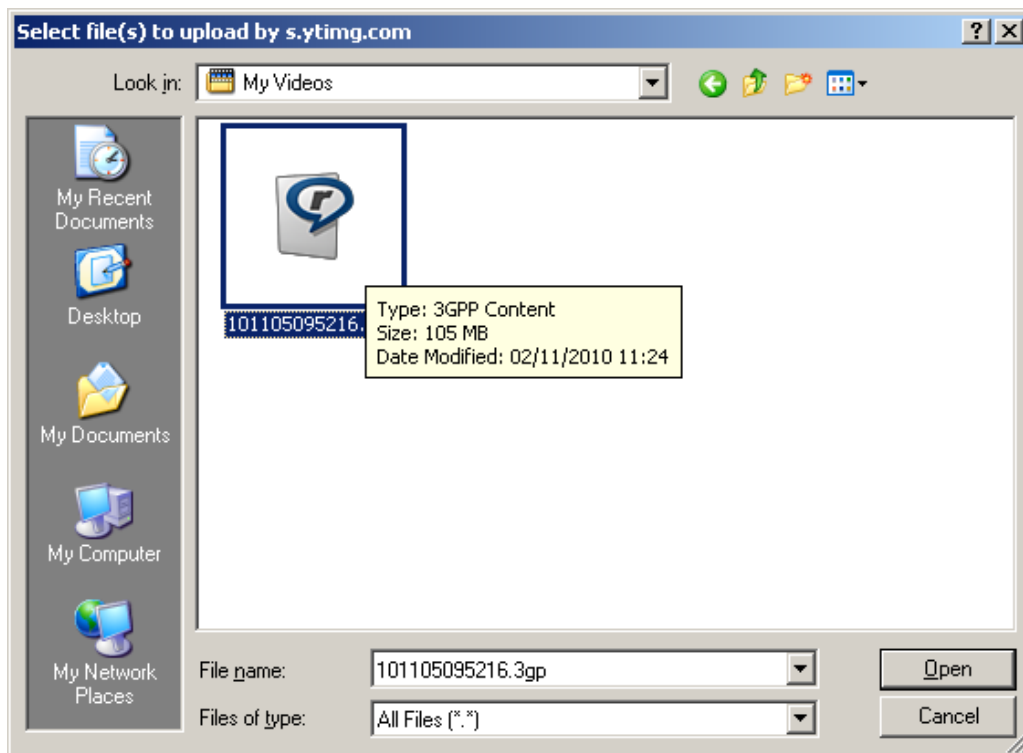
#### Video File Upload



Upload video or Record from webcam

Videos can be...

- High Definition
- Up to 2 GB in size.
- Up to 15 minutes in length.
- A wide variety of formats

**Step 2 - Click Upload video****Step 3 - Select the video from your Documents or Removable Device.****Video File Upload**The YouTube video upload interface. At the top, the file "101105095216.3gp" (105.99MB) is shown. Below it, the upload progress is at 2%, with a "cancel" link and a message "About 5 min. remaining...". There are five empty preview thumbnails. The "Video information and privacy settings" section contains:

- Title: 101105095216.3gp
- Description: (empty text area)
- Tags: (empty text field)
- Category: -- Select a category --
- Privacy:
  - ☒ Public (anyone can search for and view - recommended)
  - ☐ Unlisted (anyone with the link can view) [Learn more](#)
  - ☐ Private (only specific YouTube users can view)

At the bottom, there are "Save changes" and "Skip for now" buttons.



**Step 4** - Whilst your video is uploading you can complete the description and any tags you wish to aid the searching process. These tags are matched to the keywords potential viewers will type.

#### Video information and privacy settings

Title:

Description:

Tags:

Category:

Privacy:

- ☒ Public (anyone can search for and view - recommended)
- ☐ Unlisted (anyone with the link can view) [Learn more](#)
- ☐ Private (only specific YouTube users can view)

or [Skip for now](#)

**Step 5** - For your own privacy purposes you may wish to use the **Unlisted** option as this will prevent unwanted YouTube members from adding comments to your videos (at the moment).

**Step 6** - Click **Save changes**

Your video is now uploaded and ready to show your learners.

## 4.2 Setting up Play Lists

The more videos you upload, the more difficult it becomes to organise them into some sort of structure. This could be because the 'most appropriate' videos are made up of some that you have uploaded and lots that other people have uploaded. YouTube has a very simple solution to this called a Playlist. It is almost identical to creating a favourites folder on your MP3 player and adding the songs you want to hear from a vast collection of songs. Playlists themselves become the organisational tool which also makes it easier for your learners for find what they need to watch.

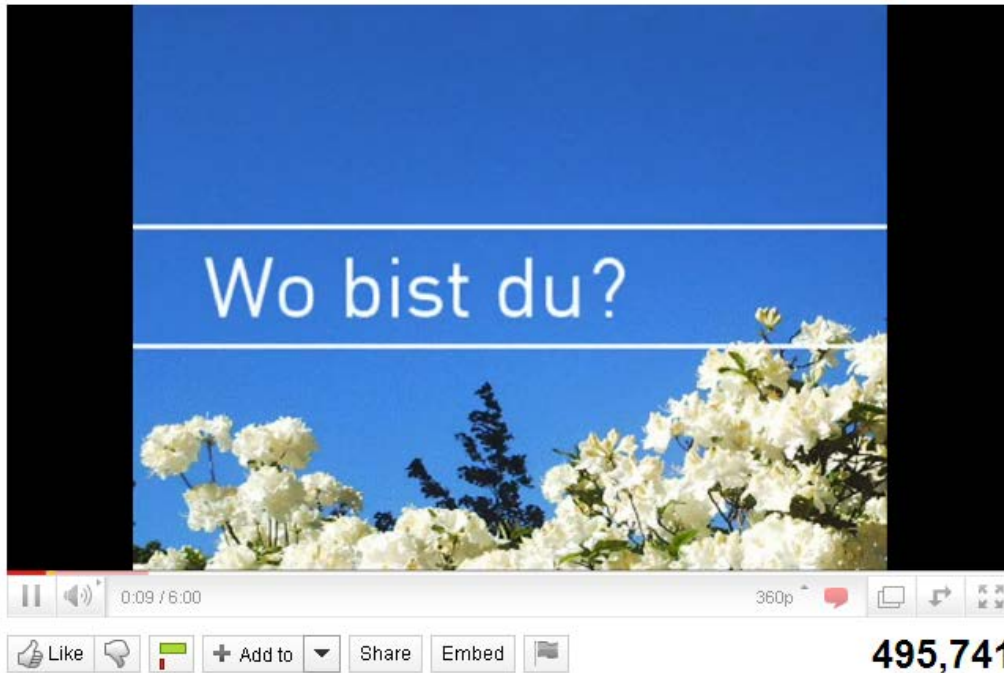
Find one of your videos (or someone else's) on YouTube.

## Learn German - Lesson 1

DeutschOnlineLernen

20 videos

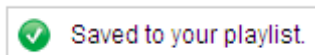
Subscribe



**Step 1** - Under the video you will see a number of buttons. Click **+ Add to**

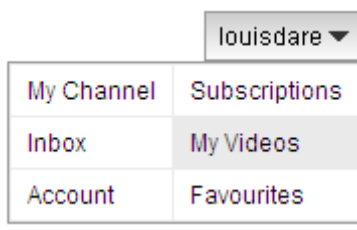


**Step 2** - Click **New playlist** (If a suitable one does not exist)



**Step 3** - Click **Saved to your playlist**

Your video is now stored and can quickly be accessed any time you log into YouTube. To recall your saved videos:



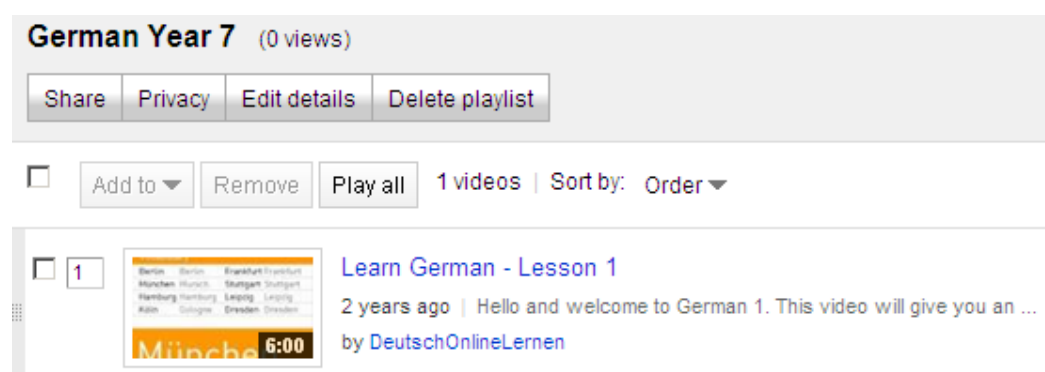
**Step 4** - Click **My Videos**

Playlists + New

All (A-Z)

German Year 7

**Step 5** - Within the area on the left select the Playlist you require



**Step 6** - Select the video you require from that playlist

Now that you know how to create and add videos to Playlists, feel free to experiment by adding and deleting as you go.

### 4.3 YouTube Ideas for Education

By now you will now have formed your own ideas about the possibilities that YouTube could bring to your teaching resources. The following web page from a basic search - 'How can I use YouTube in my class' contains a list of examples from teachers and educators who are already doing this. As with all searches, you will find that some resources are not particularly good, however it is up to the teacher to identify those that are appropriate for the intended audience. The website of [Bing](#) offers some interesting videos.

The consistent message throughout all the sessions is that of deciding for yourself whether a resource is appropriate or not for your learners. A teacher or trainer would do this whether it was a recommended book, set of notes, TV programme and so on. It is the role of the educator to create/identify exciting learning and teaching materials using a variety of resources that best suits the needs of the learners.

### 4.4 Conclusion and Discussion

In this session you have finally got to upload your videos to YouTube. This is where your YouTube journey will really start as you become more proficient in finding videos for your learners or creating new ones - what about getting your learners to create some for you as well!

There is now an opportunity to share your thoughts with other teachers and trainers in the discussion forum about the key issues addressed in all the sessions. Do you think that teachers have the necessary skills to use Web 2.0 tools such as YouTube and Teacher Tube? What would be the advantages, benefits and pitfalls of more engagement with online resources (what if the technology breaks down!). Post your comments on the [discussion forum](#).