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## [Using YouTube to Enhance Student Engagement](#)

By Michelle Harris

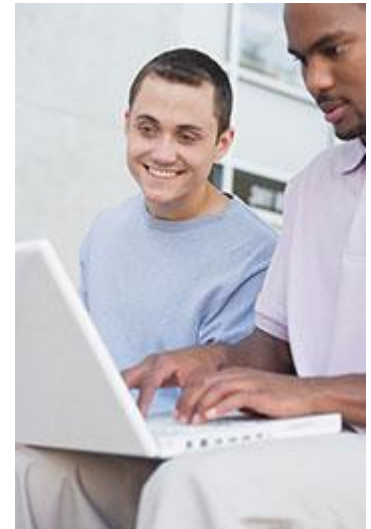
Technology is everywhere. Some people are addicted to it and refuse to live without it. College students will say that their laptop, phone, and iPod are necessities comparable to food. So how can professors remove these technological items from the hands of the student and still keep them engaged in class discussions? Through another form of widely used technology: YouTube. Students enjoy viewing and sharing visual content online. Visual tools create a connection between the content and viewer (McKenzie, 2008). Many videos on YouTube are academic and professional in nature and when used properly will reinforce classroom discussions and engage college students due to the images and audio used (Cardine, 2008).

If this is so, how can this form of technology not be effective in academic learning? When videos incorporate humor, they usually are even more effective making the student eager to see, and learn, more. Hence, students are paying attention. They ask questions. They make knowledgeable comments. This all helps fuel an interactive class discussion.

On numerous occasions, I have used YouTube to drive home a point, expose students to new material, or to have them create debates on the topic. With whatever the outcome was, I was assured that they understood the material and would retain it better than me lecturing to them the entire class period.

Good things can happen when Web apps are integrated into the classroom ... increased collaboration, a richer learning experience, and a greater sense of community. But concerns about privacy and personal safety can't be ignored. By attending this upcoming seminar you will learn how to safely integrate new media into the classroom, while staying FERPA compliant and avoiding other pitfalls. [Learn More](#) »

Of course a combination of resources is optimal to use but visual aids always seem to make a great impact in conjunction with traditional learning tools. With videos, students can see a scenario, hear from an expert, see images, and listen to conversations that will make the content they are learning more understandable and relevant. In many instances, students experience the "Ah Ha" moment that all teachers get ecstatic about.



## **Do You Have a Social Media Policy?**

An institution's social media policy should guide members of the college community on how to interact through social networks like Facebook and Twitter. It should address issues like what types of messages are appropriate, who the audience is, what sort of tone is appropriate, and how to distinguish personal from professional postings.

Inclusive policies also offer cautionary notes on how to be attentive to personal social networking interactions as well. Many professionals who get in trouble with inappropriate postings do so on their personal accounts. If your institution has such a social networking policy, be sure to share it broadly with faculty and staff as part of your training.

Make sure you know how to protect

I have used videos from YouTube for marketing, management, and entrepreneurial courses and students found them interesting, informative, and funny. Many will ask if video will be used again in future lectures because they were excited about what the video brought to the discussion. I, too, like the excitement this visual aid brings to the classroom. It can be energizing not only for the student but the professor as well. After all, who likes a mundane, redundant process each day? The classroom shouldn't be so. It is a place where learning, engagement, and creativity is born and dwells. It should be an exciting place to be. Videos give classroom discussion that extra something to keep the students enthralled in their environment. Ultimately, videos assist in the learning process through student engagement. Plainly stated, this tool works.

*Dr. Michelle Harris is an Assistant Professor of Management at Paine College.*

#### References:

Cardine, S. (2008). [Is education ready for YouTube?](#) Converge.

McKenzie, J. (2008). [Breaking the YouTube blockade.](#) From Now On.

#### Resources:

Here are a few of the videos I've used in my courses.

#### Business Ethics:

<http://www.youtube.com/watch?v=fyf2xjx4mzU>

#### Organizational Change: Scenarios A&B:

<http://www.youtube.com/watch?v=jhHgMTqw4ew>

<http://www.youtube.com/watch?v=-GGndoC-Ztk>



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### FEATURED PRODUCT

## [Apps & Web 2.0: Legal Issues in Using the Internet in Class](#)

New media are transforming the higher ed classroom — in ways ranging from online discussion, to collaborative project work, to development of wikis, and much more. The result can be a deeper, more meaningful and more satisfying learning experience.

But there are concerns ... chief among them privacy and inappropriate online behavior.

your students and your institution from the potential pitfalls of Web 2.0 and app use by attending the online seminar **Apps & Web 2.0: Legal Issues in Using the Internet in Class.**

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Each program cuts to the point, answering a critical question and offering strategies you can start using today.

**Magna 20 Minute Mentors offer guidance on:**

- Classroom Management
- Assessment & Learning Goals
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They can put your students, and your institution, at risk.

Find out what the dangers are, and how you can guard against them, in an online video seminar coming June 7. In **Apps & Web 2.0: Legal Issues in Using the Internet in Class**, Stephanie Delaney, J.D., Ph.D., attorney, author and director of eLearning at Cascadia Community College, will discuss:

- Training faculty on potential problems with Web 2.0 and apps.
- Crafting policies to ensure student anonymity online.
- Protecting your students from cyberbullying and stalking.
- Understanding the unique concerns of students who have been victims of domestic violence.
- Protecting your institution from liability.
- Staying within FERPA parameters.
- Drawing appropriate lines between personal and professional life.
- And more.

This seminar is loaded with proven, practical orientation methods, and comes with valuable supplemental materials.

[Learn more about this seminar »](#)

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## [What Distance Ed Administrators Must Know About the Law](#)

A professor wants to broadcast a recorded television program to students online. *Is this allowable?*

A student writes insulting comments about his professor in an online learning management system. *Can you remove or punish him?*

A faculty member wants to sell the online course materials she produced at your college to a publishing house. *Can you stop her?*

These are all examples of sticky legal situations that most college administrators probably never anticipated having to face. In the white paper **What Distance Ed Administrators Must Know About the Law**, you will learn the answers to these tricky legal questions, and more.

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