Preface

There is no question to the fact that online video is as ubiquitous today as any phenomenon of the past. Countless hours of digital video are uploaded to various online video platforms such as YouTube.com and Facebook.com every minute. Online video has become so prevalent in the online life of Internet denizens that at a recent YouTube Partner Meeting, employees of the company touted YouTube.com as the second largest search engine in the world, second only to its parent company’s search engine: Google (http://www.RocketsTail.com). An interpretation of this fact might suggest that some large portion of people looking for information online are looking for videos instead of text, audio, or other forms of information dissemination. Extrapolate the notion of a video platform being the second largest search engine in the world to its impact on knowledge acquisition and learning, and one can easily watch a paradigm shift as it happens. (Note that YouTube only began in 2005).

Faced with the incredible changes underway, it only makes sense for educators of all kinds to not only note the ubiquity that streaming media has gained in the lives of their students, but to embrace and appropriate the technology in their efforts to impart knowledge. Some of the largest companies in the world have utilized various services provided by companies like WebEx.com, which offer the capability to stream “virtual live training” experiences with an instructor on a Web camera in one location while students participate from their own locations via their own Web cameras. However, these kinds of learning experiences only scratch the surface in terms of uses of streaming media to enhance the educational experiences of all kinds of students. This book is focused on higher education, but certainly the applications extend far beyond the halls of higher learning to business, secondary education, and even to the primary levels of learning.

Streaming Media Delivery in Higher Education: Methods and Outcomes aims to provide insight and practical knowledge to those interested in leveraging these specific new media to enhance learning. It is both for the educator and the practitioner. It is for any reader seeking a snapshot of many ways streaming media are being used in education today, from iPod enhancement to didactic models for Web lectures, to virtual guest instructors, virtual worlds, and more. As the first book of its kind to cover the depth and breadth of this topic, the authors of these chapters have provided incredible insight into streaming media today.
ABOUT THE CHAPTERS

Chapter 1: *Streaming Media Management and Delivery Systems* by Nipan J. Maniar

Taking a technical look at the essentials of a streaming media server, Nipan Maniar also explores how streaming media requires a different set of specifications than traditional Web servers. Additionally, this chapter explores issues of metadata and digital rights management. Though a more technical approach to the topic, Maniar captures some of the key elements to successfully delivering streaming media.

Chapter 2: *The Link in the Lesson: Using Video to Bridge Theory and Experience in Cross-Cultural Training* by Anthony Fee and Amanda E.K. Budde-Sung

Anthony Fee and Amanda E.K. Budde-Sung make the case that video-based cross-cultural training plays an important role in developing learner’s cultural intelligence. They outline a number of ways in which online video can be used toward this end. Their case is pitted against traditional perspectives of video as passive and didactic and suggests that it is, in fact, the opposite.

Chapter 3: *The Next Step for Use of Streaming Video in Higher Education: Didactic Models for Weblectures* by J. C. Winnips, G. J. Verheij, and E. M. Gommer

Winnips, Verheij, and Gommer assess historic uses of streaming video in higher education and suggest alternate uses, as well. Focused especially on Web-lectures, they suggest that streaming media permits a more creative and flexible learning environment. Additionally, they provide five didactic models for using Web-lectures.

Chapter 4: *Digital Provide: Education Beyond Borders* by Neerja Raman

Neerja Raman examines recent advances in media and Internet technologies, specifically social media, virtual collaboration platforms, and live streaming and their implications on learning environments and pedagogy. As an assessment of the benefits of adopting resulting changes in the entertainment industry in education, this chapter suggests that certain kinds of curricula and projects are especially suited to the new technology. It further suggests that low cost and heightened emotional appeal serve as an impetus to overcome resistance to the adoption of these new media.

Chapter 5: *Using Video Streaming in an Online, Rich-Media Class to Promote Deep Learning While Educating for Social Change* by Diane Zorn and Kelly Parke

Diane Zorn and Kelly Parke examine their award-winning course. The chapter examines the learning environment and design as well as teaching practices. Additionally, it covers how their design and pedagogy works against fundamental and prevalent values underlying the culture of higher education that desperately need changing. Finally, they outline the theory behind the practice explaining the principles, ideas, and concepts that grounded their approa
Chapter 6: The Effectiveness of Streaming Media Clips in Skills Teaching: A Comparative Study by Andrew Saxon and Sheila Griffiths

Andrew Saxon and Sheila Griffiths examine the use of streaming media as part of Virtual Learning Environment (VLE) at Birmingham City University Institute of Art and Design, UK. As a case study, they consider the extent to which the streaming media method can replace traditional face-to-face teaching, and pedagogical aspects of how the media worked through the VLE in a blended learning setting. In addition to discussing their research methodology, they explore how to take streaming media based teaching further.

Chapter 7: Teaching Off-Line Digital Video Editing On-Line: An Exploration into Editing and Postproduction Digital Pedagogic Practice by Sarah Atkinson

Sarah Atkinson presents a case study where streaming media was used as an aid to teaching and learning undergraduate digital video editing. This chapter explores resources and methodologies involved. Additionally, it contributes to the dialog regarding the wider context of higher education online teaching and through the lens of virtual learning environment pedagogic theory.

Chapter 8: In the Current or Swimming Upstream? Instructors’ Perceptions of Teaching with Streaming Media in Higher Education by Billy O’Steen, Arin Basu, and Mary Allan

O’Steen, Basu, and Allan address the following questions: How does streaming media factor into learning? Should teachers in higher education utilize students’ engagement with streaming media as teachable opportunities? Or, in lieu of teachers intentionally choosing to use streaming media, what about the potential for it to be imposed on them for logistical or operational reasons and the effects of that on student learning and teaching? This chapter examines the issues from several teachers’ perspectives with a focus on their decision-making processes, implementations, challenges, and opportunities.

Chapter 9: iPod Enhancement for Field Visits in Religious Studies by Deirdre Burke, with Brian Barber, Yvonne Johnson, A. Nore, and C. Walker

Burke, Barber, Johnson, Nore, and Walker report on uses of a specific mobile learning device to enhance student field visits in religious studies. This chapter reports on technical and other issues the authors encountered and how they responded to them. Additionally, they provide an assessment of the potential applications for mobile learning during field visits.

Chapter 10: Using Digital Stories Effectively to Engage Students by Deborah H. Streeter

Deborah Streeter reports on the rich media collection at Cornell University (Cornell’s eClips of more than 14,000 units) and their utilization in learning. Specifically, she discusses strategies and practical tips for using video inside and outside the classroom. Additionally, she provides guidelines for educators wishing to create their own rich media collections.
Chapter 11: Unleashing Dormant Diversity: Insights on Video, Culture, and Teaching Diverse Student Groups by Amanda E. K. Budde-Sung and Anthony Fee

Amanda Budde-Sung and Anthony Fee discuss some of the key issues of teaching international business and cross-cultural management to audiences, which are, themselves, diverse. This chapter presents some of the challenges that these diverse student audiences present, as well as practical suggestions for using video to help overcome those challenges.

Chapter 12: Streaming Media for Writing Instruction: Drexel’s Streaming Media Server and Novel Approaches to Course Lessons and Assessment by Scott Warnock

Scott Warnock analyzes Drexel University’s DragonDrop system, which allows faculty to upload a wide variety of file types and then encodes and converts them to media files that students (and others) can easily access and view. This chapter focuses on how the system simplifies video use as well as describing a number of teaching applications, particularly for those who teach writing or writing-centered courses. Additionally, this assesses how Drexel’s system eliminates distribution and access issues, which are common to many instruction environments.

Chapter 13: Effective Online Courses in Business Administration: Expanding Course Design to Activate Diverse Learning Styles by David L. Sturges

David Sturges explores the blending of a multiplicity of technologies with traditional learning methods and their contribution to online learning. This chapter looks at the traditional learning styles and creates a model for robust, multi-technology, student learning-centered approach to optimize student learning in online classes in a business school. Additionally, it looks at the results and how they have been utilized in course design focused on online course deployment.

Chapter 14: Utilitarian and Hedonic Motivations in the Acceptance of Web Casts in Higher Education by Peter van Baalen, Jan van Dalen, Ruud Smit, and Wouter Veenhof

Baalen, Dalen, Smit, and Veenhof present and discuss the results of a study on the adoption of webcasts by students in higher education. This chapter explores what motivates students to use webcasts. Whereas most technology acceptance studies have focused on extrinsic (utilitarian) motives (increase in efficiency, ease of use and effectiveness, etc.) to explain the use of e-learning systems, this chapter extends the research model by including intrinsic (hedonic) motivations they may contribute to use webcasts. Additionally, the chapter includes some directions for future research.

Chapter 15: Streaming Live: Teaching New Media with New Media by Ana Adi

Ana Adi provides examples of successful integration of new media features in the teaching and research of new media emphasizing their effectiveness as well as their innovation, involvement, and surprise fac-
tors. Additionally, the chapter reviews a series of platforms that allow live video broadcasting. Finally, this chapter calls for more cross-cultural teaching and collaborative projects.

Chapter 16: The New Chalk and Slate? Public Online Video in Higher Education by Christopher Barnatt

Christopher Barnatt explores the rise of public online video in higher education as both a compliment to and a potential replacement for traditional means of teaching students. The use of public online video in higher education is then examined from the perspective of the students who may watch such videos, the academics who may make them, and the institutions for whom these academics may work. Finally, this chapter draws some conclusions about the impact of the integration of online video into the learning environment.

Chapter 17: IFRS Cyber-Guest Lecturers: A Pedagogical Resource for Professors and an Inspiration for Student Online Video Projects by Mark Holtzblatt and Norbert Tschakert

Mark Holtzblatt and Norbert Tschakert examine the lagging education around International Financial Report Standards (IFRS) at many U.S. business schools and suggest that professional and institutional webcasts and online videos provide a viable method to overcome the lack of other educational material readily available. This chapter examines an emerging and impressive source of IFRS teaching materials particularly in these media. Additionally, it assesses the educational benefits and opportunities these technology-based media offer.

Chapter 18: Developing Interactive Dramatised Videos as a Teaching Resource by Alastair Tombs and Doan Nguyen

Alastair Tombs and Doan Nguyen present a case study of the development of dramatized video cases as a resource for use in teaching marketing. This chapter assesses both the benefits of these kinds of dramatized videos as well as some of the downsides. Additionally, they explore platforms and delivery as expanding the possibilities of the medium.

Chapter 19: Higher Education in a Virtual World by Patricia Genoe McLaren, Lori Francis, and E. Kevin Kelloway

McLaren, Francis, and Kelloway present the characteristics of the virtual generation and the unique challenges involved in engaging the members of the generation in the classroom. This chapter addresses online learning, its benefits and negatives, and how it differs from the more specific topic of learning in a virtual world. Additionally, this chapter provides examples of learning within virtual worlds throughout the text.
Chapter 20: **Use of Blended E-Learning Resources in Higher Education: An Innovation from Healthcare Training** by Catharine Jenkins and Andrew Walsh

Catharine Jenkins and Andrew Walsh explore the challenges for higher education raised by socio-cultural, technological, and pedagogical developments. The chapter discusses the authors’ use of videos and e-learning objects as part of a blended approach to training mental health nursing students. The authors describe the initiative, discuss progress, analyse outcomes, and highlight implications for practice.

Chapter 21: **Medium Matters: Experiences of Teaching Online in India** by Rajiv Kumar, Abhishek Goel, and Vidyanand Jha

Kumar, Goel, and Jha provide an auto-ethnographic account of three instructors of Organizational Behavior (OB). The chapter explores their approach and highlights the challenges they faced when attempting to use an interactive style of content delivery in the online format. Additionally, the chapter discusses the dilemmas, modifications, and outcomes, and highlights key learning for instructors and participants.

Chapter 22: **Online Business Education in India: A Case Study** by Rajiv Kumar, Abhishek Goel and Vidyanand Jha

Kumar, Goel, and Jha present the history and policy environment leading to origin, design, and delivery of a one-year long online management education program by a leading business school in India. This chapter discusses the technological and marketing support received from a partner organization, as well as the structure of the program, along with the unique challenges faced in operationalizing it. The authors illustrate various enablers and impediments faced, and derive key points of learning.

**CONCLUSION**

One of the first collections of its kind, these chapters together paint a picture of a growing and changing world; one that is both virtual and physical and that is as diversely multi-faceted as the many people who either teach or learn (or both). This book is both a snap shot of streaming media in higher education as it is today and a window into the many developments already underway, and in some cases, a forecast of areas yet to be developed. As a resource, this book serves both as an explication of many practices, including their possibilities and pitfalls, as well as recommendation of the many areas where opportunities for development lie.

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