YouTubing in Korpisworld

By Kevin Korpi

YouTube was started in 2005 by three PayPal employees who, after taking their bonuses when eBay bough PayPal, began a video dating site (Tune In Hook Up), but that didn't last long. Not wanting to restrict themselves to dating video, the real impetus was the fact that these guys supposedly were frustrated because

(1) they couldn't sent a video of a dinner party by email due to the size limitation on attachments, and
(2) they had a hard time finding video footage of the 2004 Southeast Asia tsunami and . . . . Janet Jackson's Super Bowl 38 wardrobe malfunction video (Feb 2004).

Because of these two things, YouTube as we know it came into existence, and ONLY 18 months after it went live, Google purchased YouTube for . . . 1.6 BILLION dollars, that's a "B" as in "Bing!" Next time you have to watch 5 seconds of a Hellmann's Mayonnaise Ad, thank Google—they introduced advertising to the site. Sorry Kraft, Goya, and Dukes.

Did you know that YouTube, is the second largest search engine after Google, it's parent company? I don't think you would doubt me if I said it was the largest video-hosting website in the galaxy, with over 1 billion unique users (roughly equal to the population of all of Africa) watching more than 4 billion hours of content each month. That's 450,000 years worth!! 80% of that viewership comes from **outside** the US. An insane 300 hours of content is uploaded every minute, that's more content each month than the 3 major TV networks have created combined in the last 60 years (sorry FOX). It accounts for 1/3 of all US Multimedia entertainment.

Now, the founders of YouTube have said it is to "entertain, inform, and empower the world through video." But, believe it or not, there is an **enormous** opportunity for posting and watching actual, viable, quality educational content on YouTube. I am going to show you how

I use YouTube, in conjunction with a few other magical technologies, to record and post classroom lessons on the world wide web so that students, and the other 80% of the world, have access to your content 24/7/365 * **

* 24/7/366 on leap years

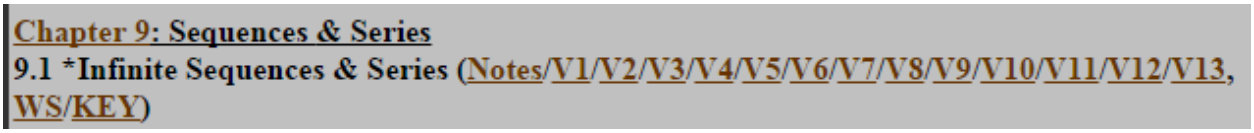
** Because of our school's internet filter, not all YouTube videos can be accessed using our school's Wi-Fi.

Here's the end product. I will use a simple document and video as an example. We will see it, and then we'll see how it came to be.

1. Go to www.korpisworld.com

2. Click on "Calculus Maximus"

3. Scroll down to 9.1 and click on Video 1, "V1."



4. Watch the first two minutes only.

NOTE: This video covers "Chapter 11," and section "11.1." I have renamed this chapter as "Chapter 9," and the section as section "9.1."

This video, and all the others, are available to my students anytime at their convenience. Whether they were in class for the lesson and need to see it again, were out sick that day and need to stay caught up, or perhaps they simply want to get ahead, it's all there, self-contained ready for them to snuggle up on the couch with some popcorn and their iPad and watch them over and over and over again.

Being a teacher here at NBHS, my students come first, of course, but what's need about this set-up, is that anyone on the web seeking help in these areas can do a Google search and stumble across my website and/or my videos. Over the last 5 years, I have received literally hundreds of emails from students and fellow teachers who have used my materials and videos to augment their lessons, and in some cases, as their only lesson.
To be able to reach people all across the globe doing nothing more than what I already do for my own students, is incredibly rewarding.

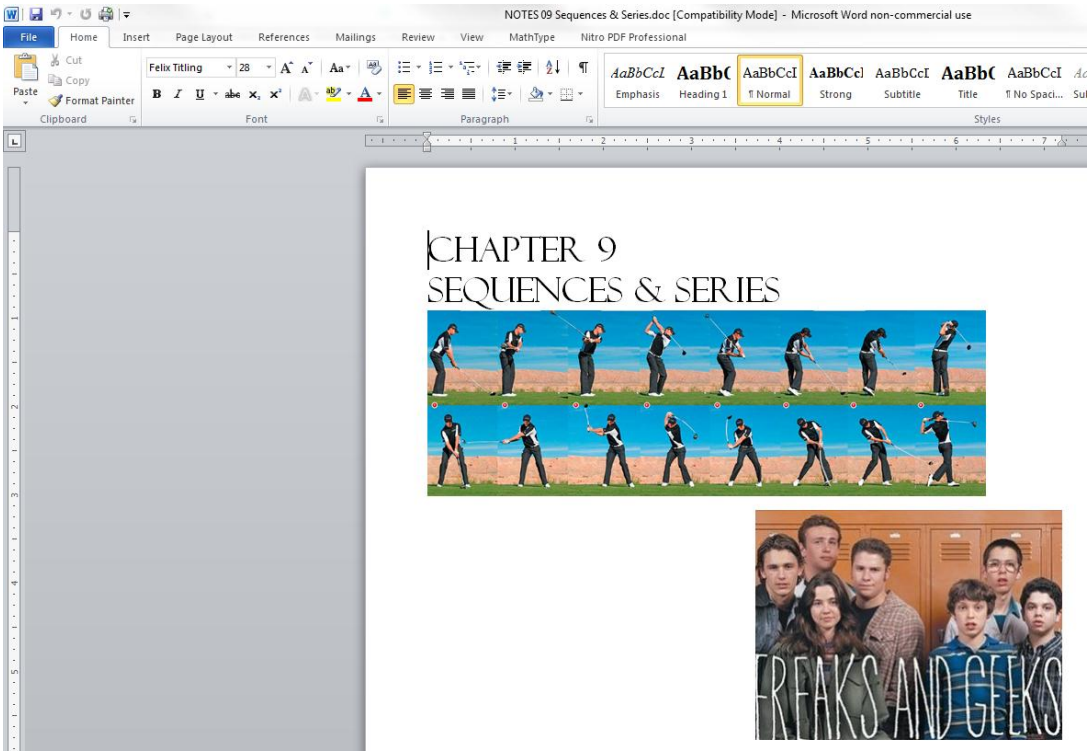
So, since we cannot post our videos until we've made them, I will start with how I record my lesson plans.

1. **iPad and Notability App**

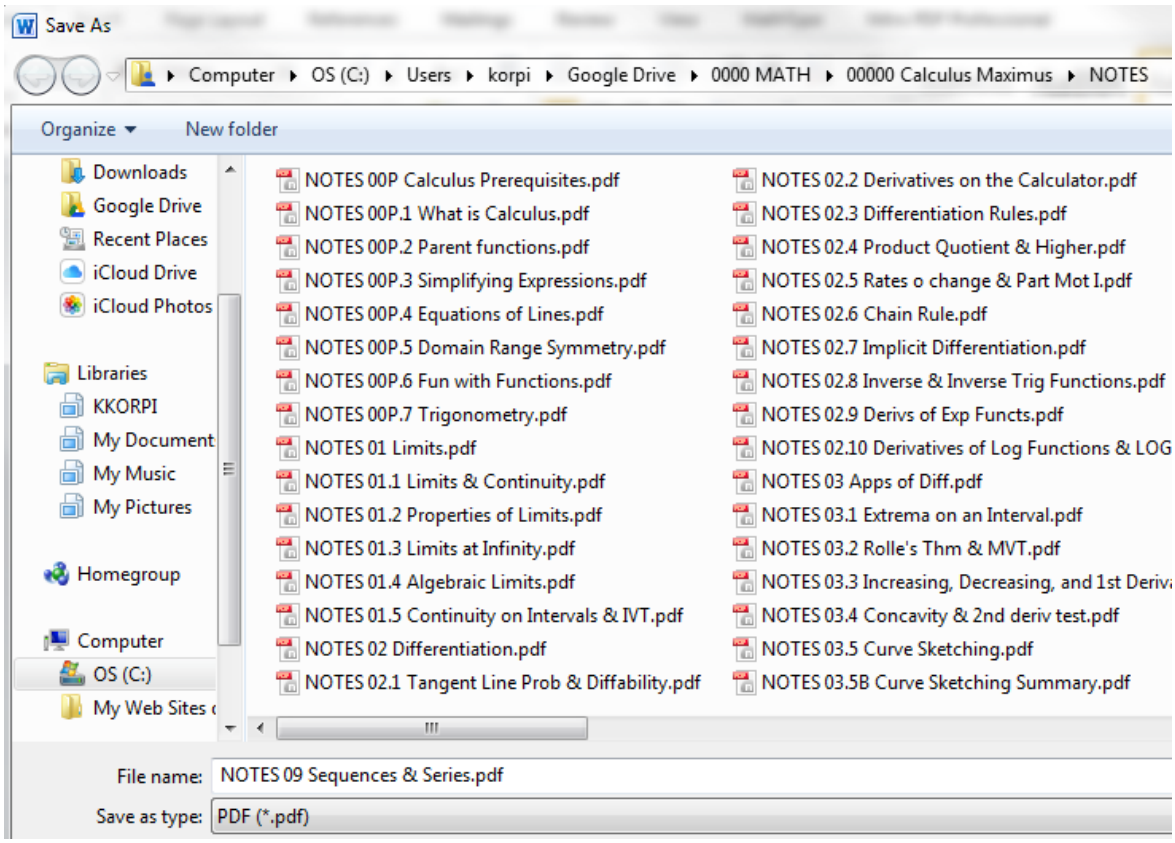
   I create all my documents using Microsoft Word, converting them to .pdf format, then uploading them to my website: www.korpisworld.com. Similar documents can be made available to students through iTunes U, a shared Google Drive folder, school-sponsored websites, or personally emailed.

   Once created and uploaded, students and I both then download our documents from the source then upload them into our Notability app where we all prefer to write in some shade of blue because we are Unicorns, after all.

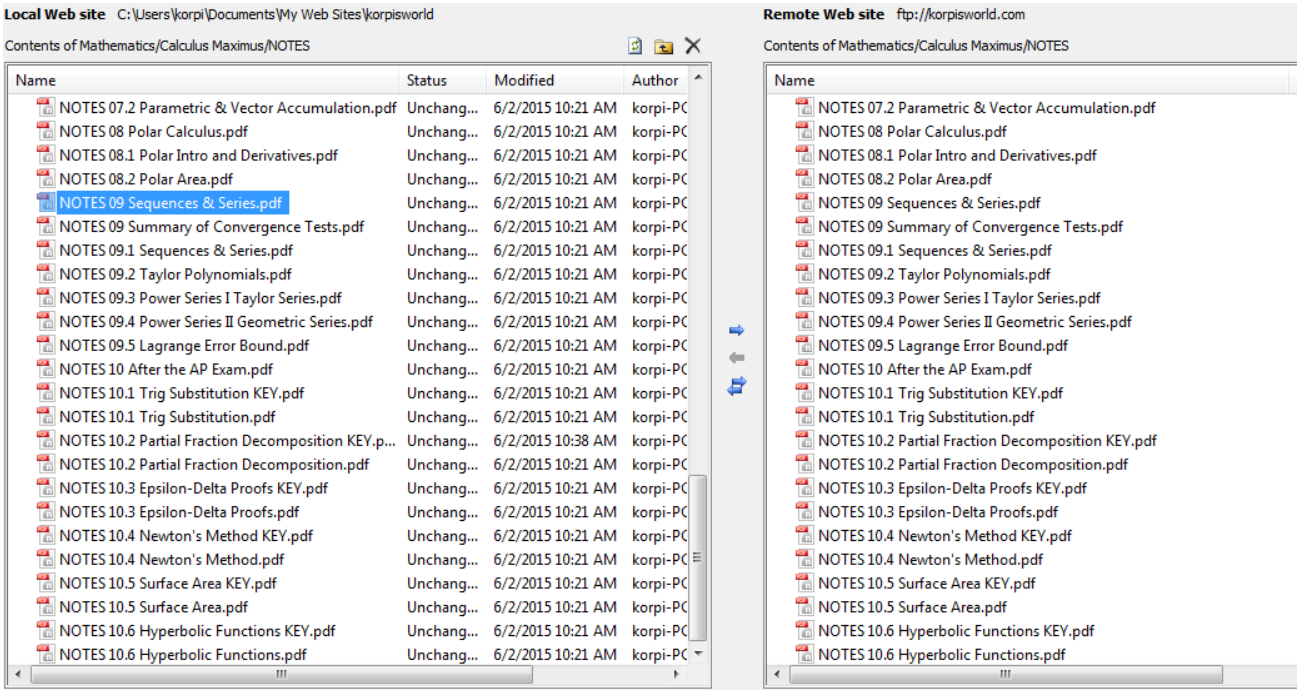
(a) Example document in Microsoft Word



(b) Save As .pdf either directly in Word (Save as type), another .pdf program, or using a free online converter



(c) Upload using FTP (File Transfer Protocol) client like Filezilla, iTunes U, or other method



By the way, I use the "**SnagIt**" program to do screen captures on my PC, but the iMacs have it built in.

Random Fact

To take a screenshot of part of your iMac screen

A. To save a .png (Portable Network Graphics) file to your desktop

1. Press **command-shift-4**
2. Move the crosshair pointer to where you want to start the screenshot.
3. Drag to select an area.
4. When you've selected the area you want, release your mouse.

B. To save a .png file to the clipboard

1. Press **command-shift-control-4**
2. Same as above.

2. **Mirroring iPad/tablet to iMac/PC**

Whether you project your iPad or not depends on whether you are recording live lessons to the class or **screencasting**, as it's called (add that word to your MS Word dictionary), without an audience. In either case, I project my iPad as it is mirrored to my iMac so that I can use my *computer's* screencasting ability as opposed to projecting only my iPad and using a screencasting *app* (such as **ScreenChomp**).

Note: when projecting/using your iPad exclusively, you can use the built-in microphone on the iPad. I choose to project/use my computer because I need to screencast my stand-alone TI calculator emulator, which is not yet available as an app, nor is split screen capabilities. Consequently, I need to use a microphone input that feeds to my computer.

I mirror my iPad to my computer using the Reflector app. This can be done either using Wi-Fi or using Bluetooth (turn Wi-Fi off for this method or Wi-Fi traffic interference can cause connectivity problems).

Important Note: Many devices can pair with multiple other Bluetooth devices, however, only one pair can be in use at a time. This means that if you are mirroring using Bluetooth (a more reliable connection), you will not be able to screencast using a Bluetooth microphone. You may, however, still use a hard-wired microphone to your computer.

I prefer to use a Wi-Fi connection for my Reflector app and a wireless Bluetooth microphone for my audio so that I can move around the room as I teach. The microphone I use is a simple Bluetooth earpiece that many use for their cellphones (you may already have one).

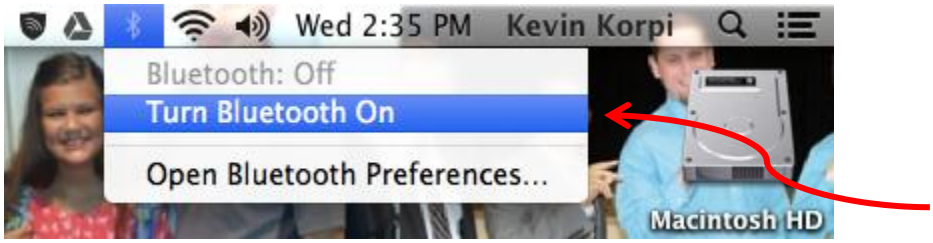
Plantronics model: M155

~$15 to $30

The only drawback for me using this relatively inexpensive wireless version is that the sound quality is recorded in mono and is thusly inferior to my wired stereo headset (which I used in the 9.1 video you saw). The quality, however, is still acceptable.

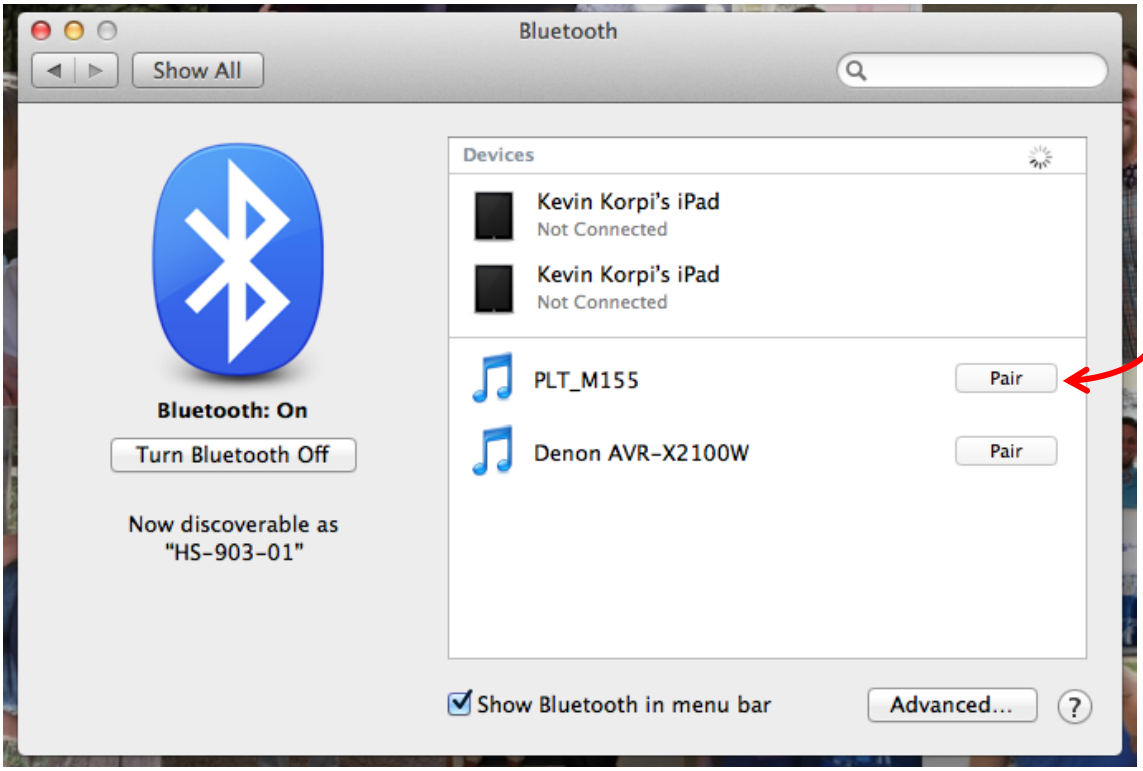
3. Setting up the Bluetooth microphone (if screencasting from computer and not simply from the iPad)

First you need to turn your iMac's Bluetooth on, if it's not already. To do this, click on the triangular "**B**" in the top right menu bar of your computer and select "**Turn Bluetooth On**."

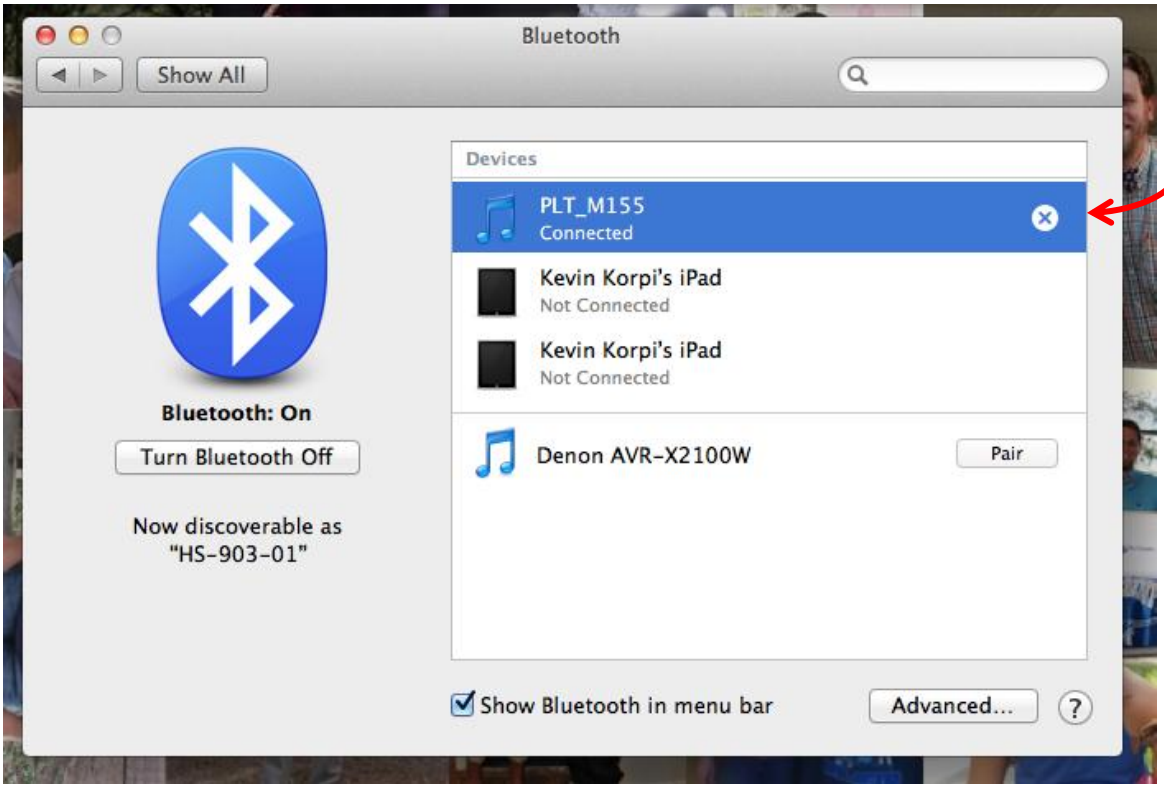


With Bluetooth on, the next step is to pair your Bluetooth device with your computer. From the same menu, select "**Open Bluetooth Preferences**."

If your device is not listed, your computer is actively searching for it automatically. Now you must turn your Bluetooth microphone on and **press and hold its pairing button** until it shows up in the preference window. My microphone's name is **PLT_M155**

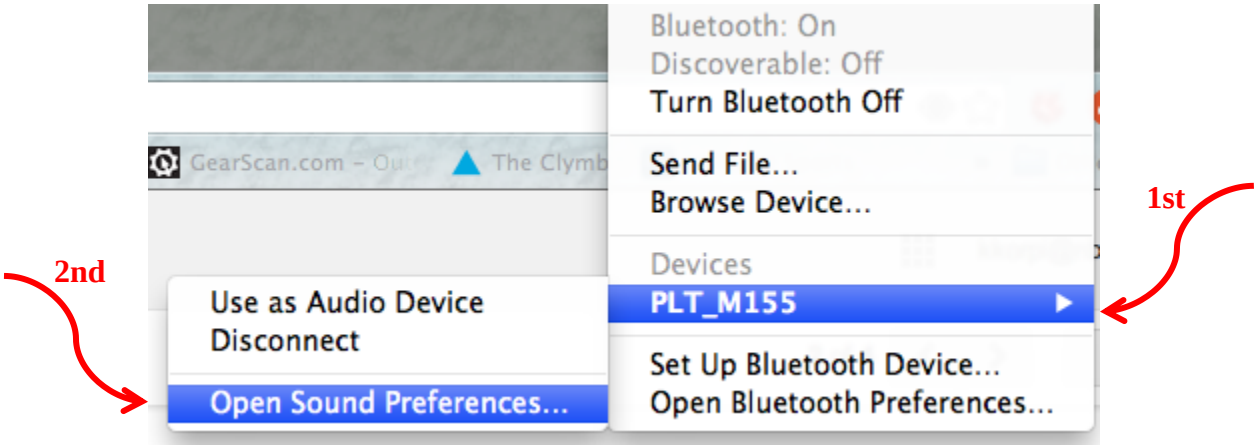


Click the "**Pair**" button, and your device should automatically be connected.

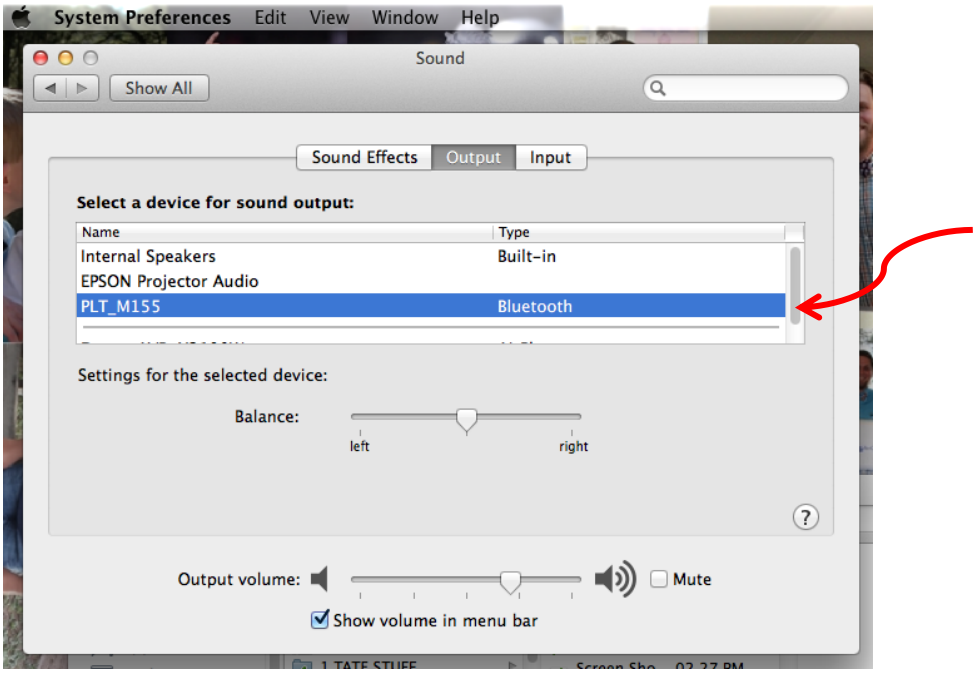


Once paired, the Bluetooth located in the top right of your computer screen will have Orion's Belt through it when your microphone is on and paired. Now it's time to adjust the settings. Click it to adjust settings.

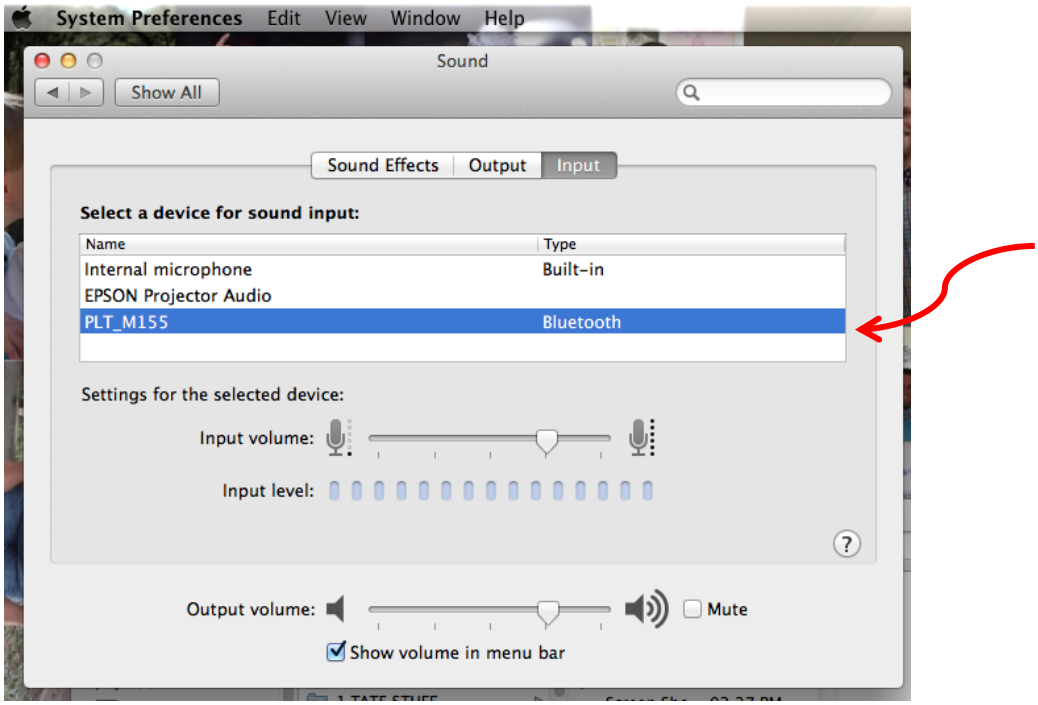
Find your device. Select it, and then select Open Sound Preferences



This opens your sound preferences. Select the **Output** tab. Select your device. This will run all your sound output to your microphone during playback of your video. <u>While you are recording, the output will NOT be heard through your earpiece as it automatically mutes during recording to avoid hearing your own voice.</u> I personally set my output level for playback a notch or two above the default middle, but it's your choice.



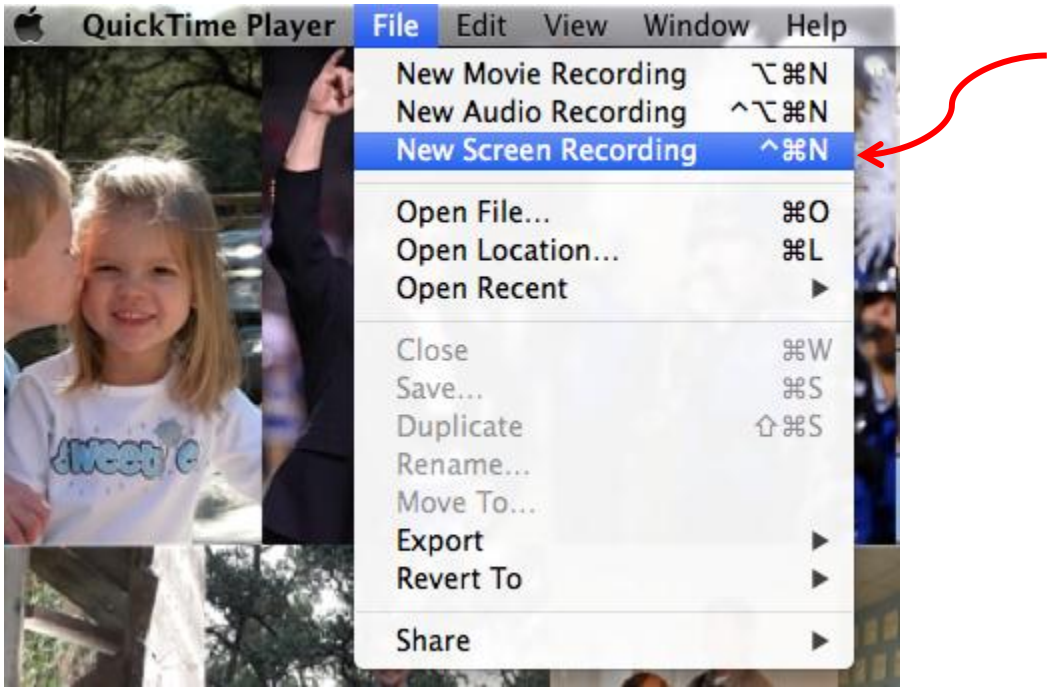
Now select the **Input** tab, then select your device again. This allows your voice to be captured with YOUR microphone and not that of the computer speakers. Again, I set my input volume up a notch or two to be sure my voice is captured at an acceptable level. You can adjust these to suit your device and voice. You will still see your output settings below that.



You may now close this preference window.

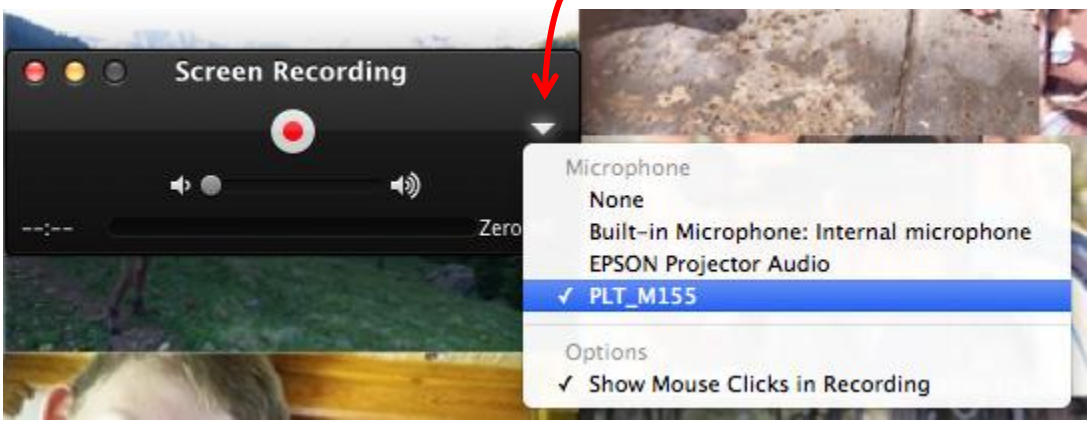
4. Setting up and using QuickTime on the iMac for screencasting

Open up QuickTime on your iMac. This comes preinstalled on school-issued machines. Using the menu on the top of the screen, select File then New Screen Recording (or use the keyboard shortcut **control-command-N**). This will open a recording window.

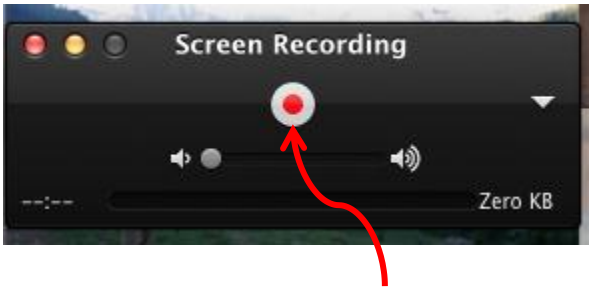


The following should pop up. The volume slider should be all the way to the left. This is automatically done so that you don't hear your own voice played back as you speak. If for some reason you want to hear your own voice repeated with a slight delay, slide that baby all the way to the right, but I wouldn't recommend it.

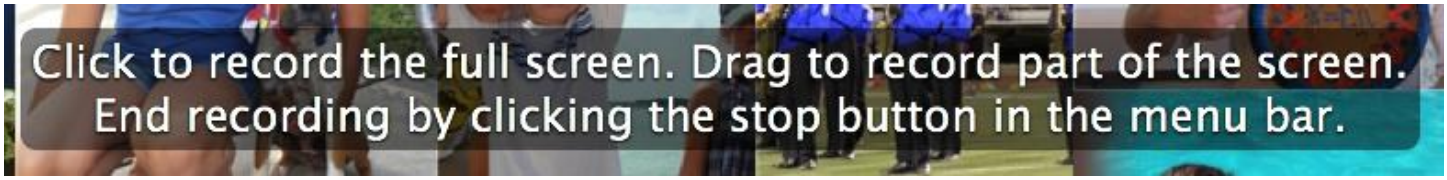
Now you need to make sure QuickTime is using the settings you want. Click the drop-down arrow on the right to pull up an options menu.



You are now ready to record. To start recording, press the red dot.

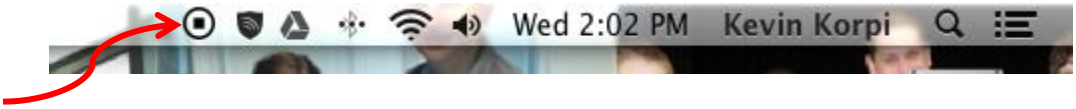


You will now have some recording options. If you wish to record the whole screen (like I do) you may click **anywhere** on the screen to begin. Otherwise you will click and drag a window in which you'd like to record. The following should appear on your screen. Notice it informs your to stop your recording by clicking the stop button in the top right menu bar on your computer.



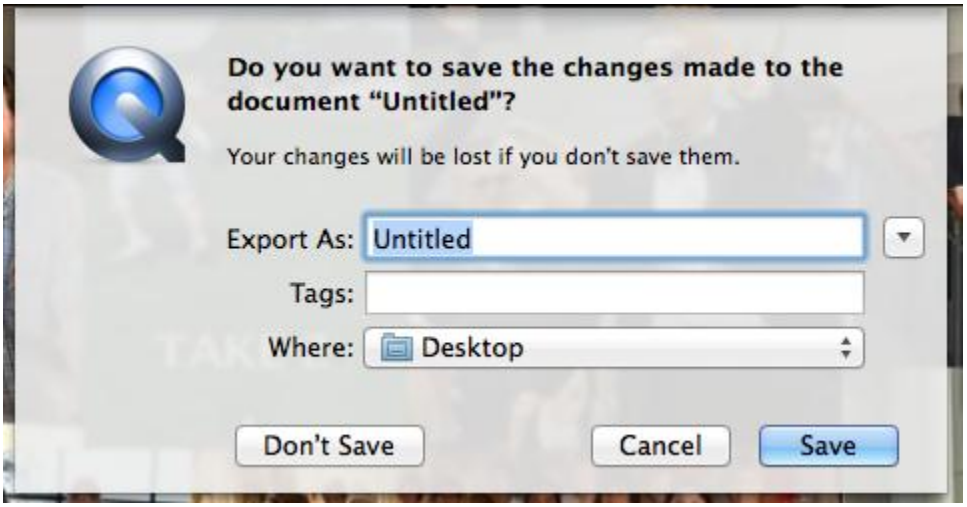
You are now screencasting. Whatever you say into your microphone and/or write on your iPad and/or action you take on your computer will be recorded in sync. You may record for as short or as long as you need. My recordings are usually 45 minutes or less.

When you are ready to stop screencasting, press the stop button on the top of your computer (or use the shortcut **control-command-esc**).



Once you stop recording, you video will render and then immediately open up in the QuickTime player. At this time, you may play your video back or close the window.

When you close the window, another window will pop up asking you to name your file and designate a folder in which to save it. Your video is then stored as an **.mov** file in the designated folder. You may now edit your video or upload it as is.



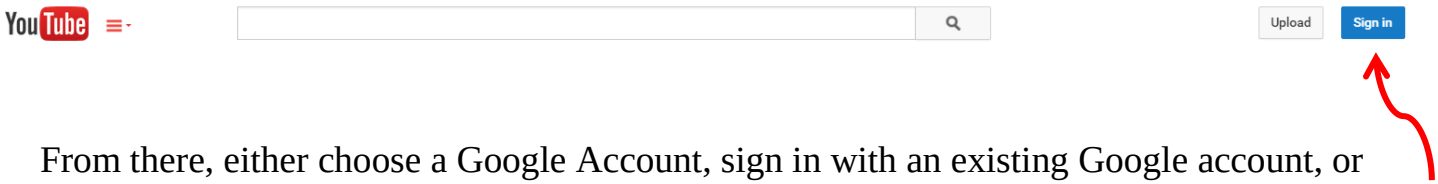
5. Uploading your video to YouTube

Aside from users having universal access to your video by posting it to YouTube, there is another advantage. Your file size at this point might be well over 1 gigabyte—very large. When uploading your video to YouTube, it is magically converted to a smaller file size with all of the optimal settings already in place so that your video resolution and audio quality upon playback are perfected.

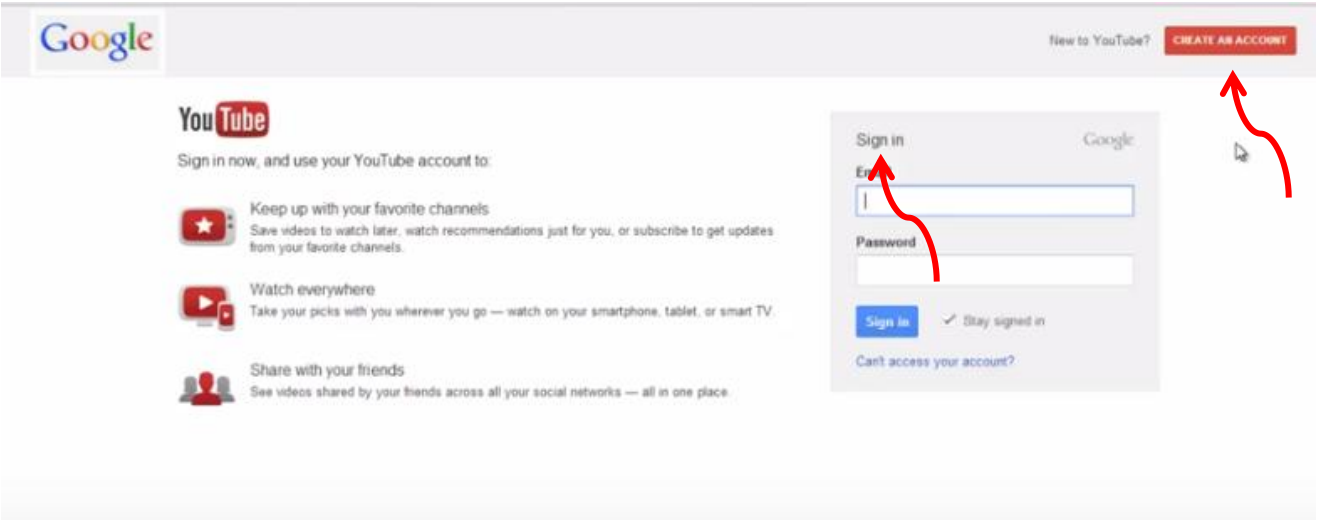
Since YouTube limits you to a 15-minute video by default, before uploading our video, we want to create a **verified** personal account on the website. This will allow us to upload unlimited videos of unlimited size and length.

If you don't have a YouTube account

Go to www.YouTube.com then click the "Sign In" button at the top of the screen.



From there, either choose a Google Account, sign in with an existing Google account, or create one.

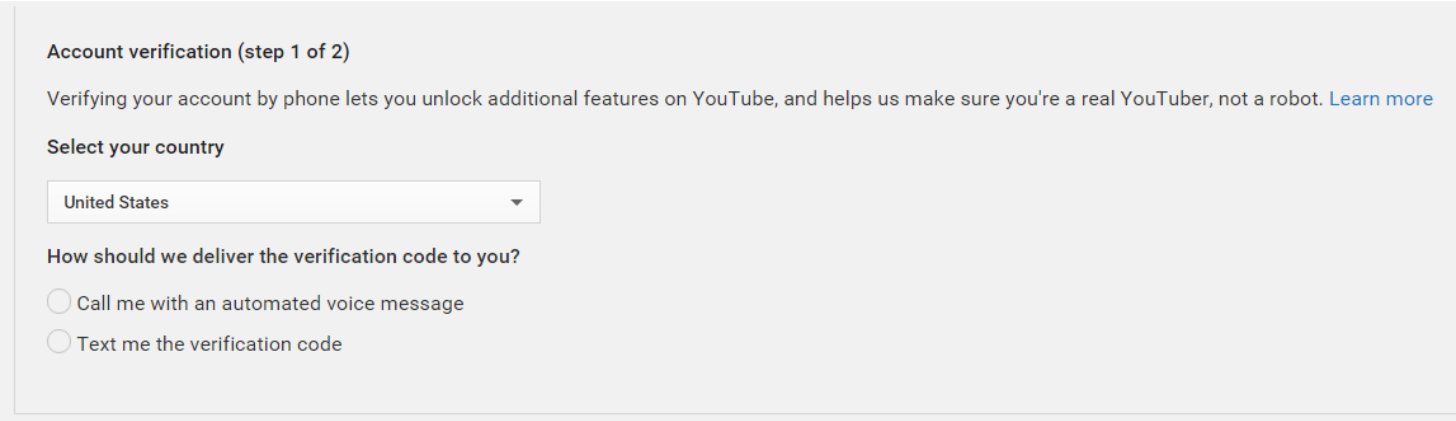


Important Note: In order to post videos longer than 15-minutes, you must link your account with a cell phone number which requires typing in the verification code you are sent.

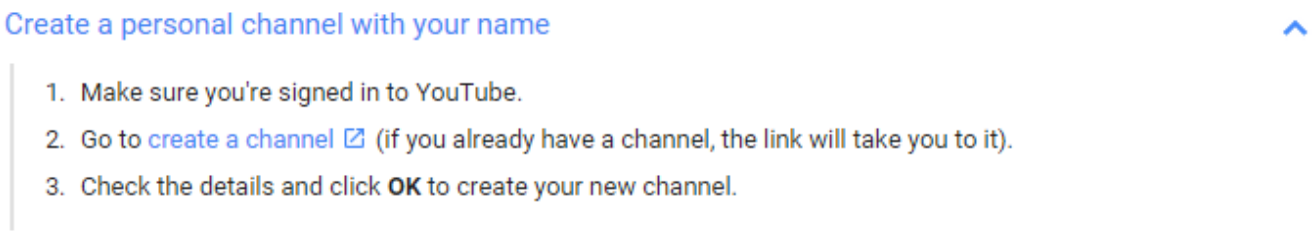
Or . . .

If you already have a YouTube account

Go to to www.YouTube.com/verify and follow the 2-step verification process.



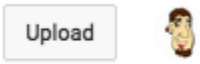
You now have the option of creating a personal channel on YouTube.



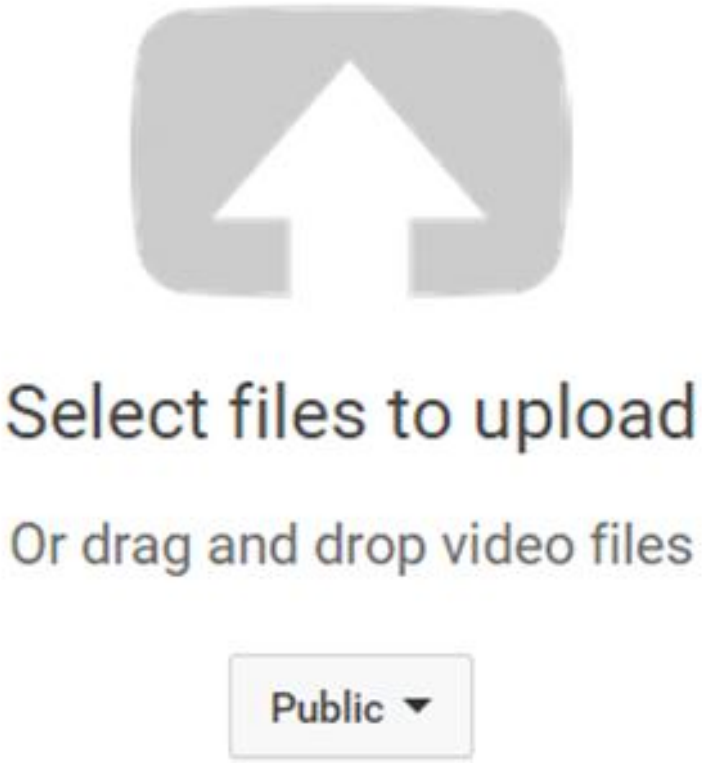
From here you can personalize your station, manage your videos, etc. Your uploads will now go to this channel when you are signed into YouTube.

We are now ready to upload.

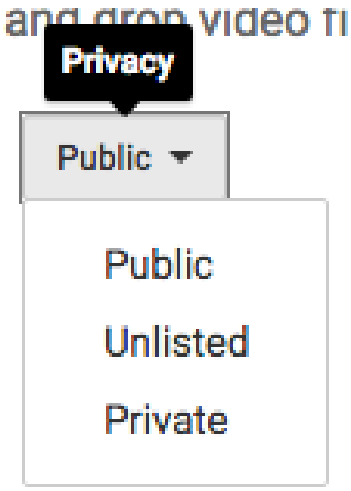
Having logged in, click **Upload** from the top right corner.



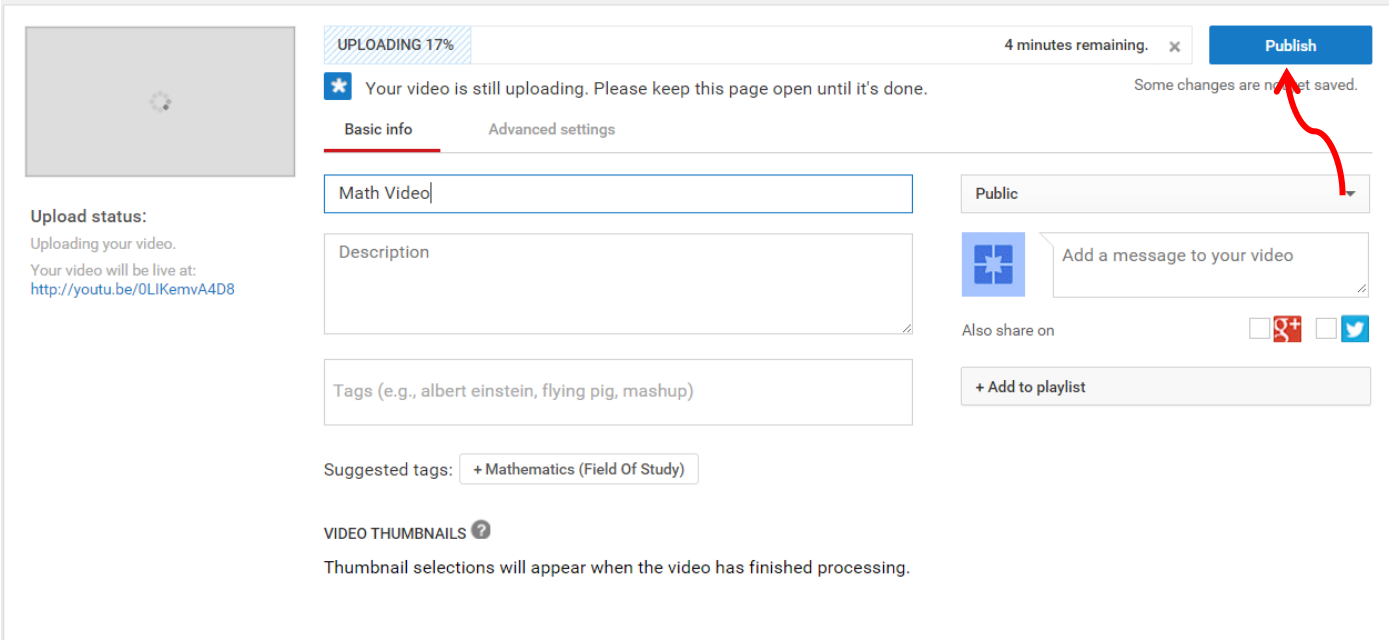
The following window comes up.



Click the arrow to go to a file directory and pick your screencast video (or drag it in from the directory). You have privacy options to make your video Public, Unlisted, or Private. I choose **Public**, but if you put a link to your on your website or iTunes U, you may choose to make it Private.



As the video uploads, you will have a chance to give your video a name, description, and add tags so that the search filters have an easier time finding your video. Once your video uploads (or while it uploads) you must click the "Publish" button to make your video live.



Once published, you will be given a link to your video, which you can copy and paste into your website and/or iTunes U.

As easy as Hellman's Easy Squeezy Mayonnaise bottle

For kicks and giggles, the next time you're on YouTube, do a search for "**Beam me up, Scotty**," "**Use the Force, Luke**," and "**Do the Harlem Shake**." These are known as Easter Eggs. See if you can find others.

If you ever need assistance with anything mentioned above, I'd be happy to help. Until then . . . Happy Screencasting,

Kevin W. Korpi

Bonus Information: The juiced I squeezed out of the lemon that was TCEA 2015

1. **Demonstrate Deep Understanding with the iPad**

(https://sites.google.com/site/dumatcea15/)

Teacher Toolbelt:
Only need a F.E.W. Apps

Frequently

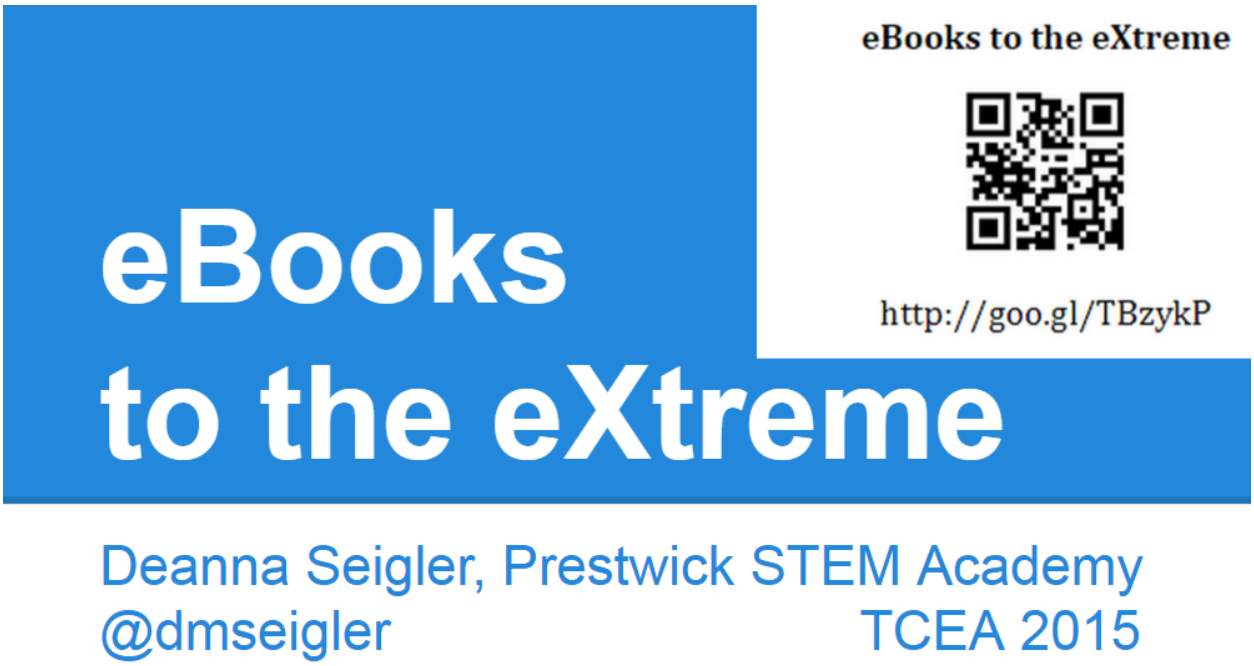
Executed

Well

- Kahoot—Trivia Crack type questions
- Padlet—Student post-it wall
- Baibord—online collaborative whiteboard
- ShowMe & ScreenChomp—screencasting
- ExplainEverything—interactive whiteboard
- Plickers—data collection tool for formative assessment
- Classkick—can see all students' iPad work and give feedback
- Twitter—recommended to get an account for your class

2. **Ebooks to the Extreme**

(http:goo.gl/TBzykP)



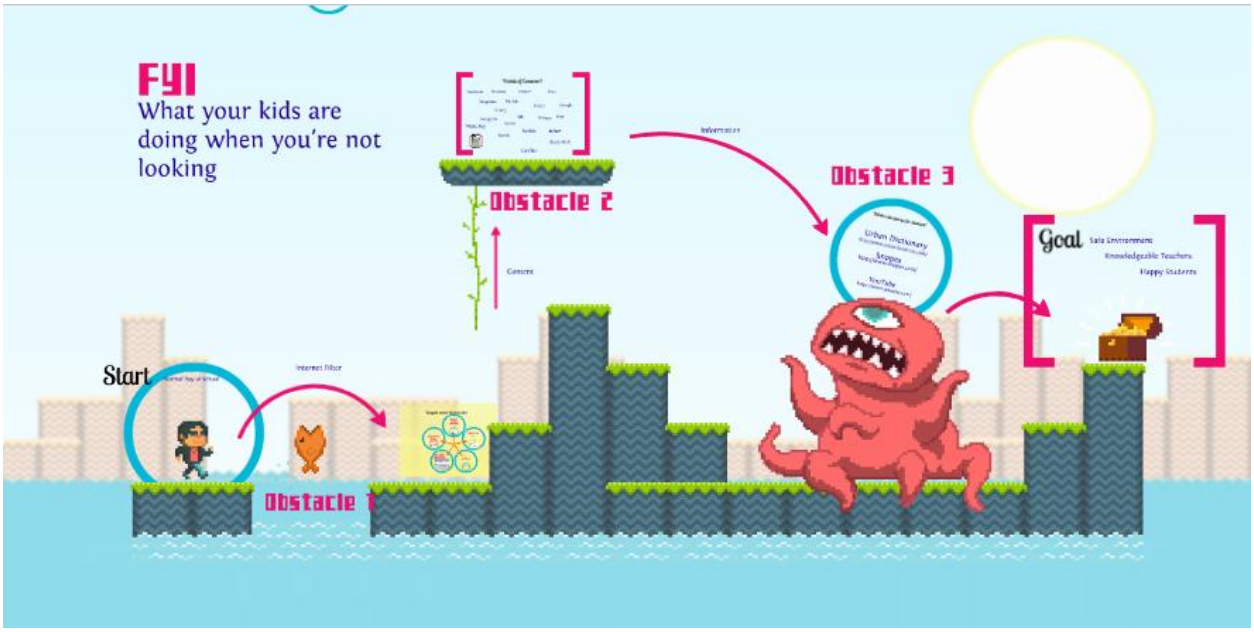
Entire Library on Ebook with no hard copies

3. **What kids are doing when you're not looking**

(https://prezi.com/xtv4k9nsfg3d/what-your-kids-are-doing-social-media/)

Learn all the things your students don't want you to know. How are they bypassing the filters? How are they pirating videos and music? What are the new apps that you need to be aware of? What exactly is the deep web? Sit in on this informational session as both an educator and a parent and learn the warning signs to help keep your children safe.

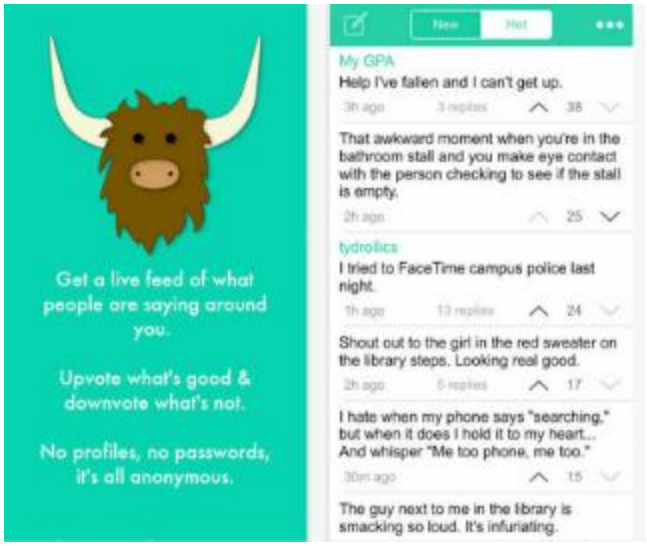
--Farrah Jernigan, Hallettsville ISD



- **Obstacle 1: How to bypass filters to access blocked sites**
  - Students know when filters are down
  - Use of anonymous Proxy Server
  - Use of Remote Access Software (via things like USB, RubberDucky, Pinapple Wi-Fi locator, etc.)
  - Use of secure sites (instead of http:// they type https://)
  - Use of actual IP address for popular sites instead of site names.
  - Hot Spot Connections (via personal hotspots with their smartphones)
- **Obstacle 2: Accessing content of concern**
  - Twitter, Down, YikYak, Tinder, iFunny, kik, Omegle, Facebook, Pintrest, Instagram, Netflix, Whisper, Vine, Secret, Ask, Reddit, Spotify, 4Chan, Confide, and the Dark/Deep Web

- Down & BangWithFriends—dating apps (BangWithFriends is through Facebook)

- YikYak—Anonymously posts information, allows responses within a two-mile radius. Although schools can use GeoFencing, it's easy to change your geolocation on your phone to access other areas.



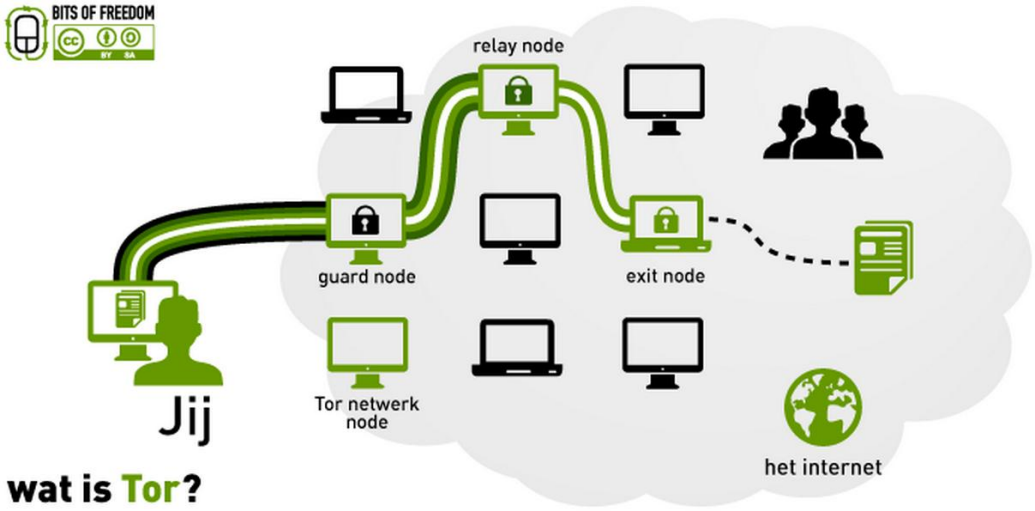
- Omegle—connects you to random stranger live video and text

- Pirate Bay & KickAssTorrents—torrent download for any kind of media (In September 2015, Pirate Bay announced new cloud technology which made its servers "raid proof," adding that the 21 "virtual machines, VMs, used to share files were scattered around the globe with cloud-hosting providers.
- 4chan.org—image-based bulletin board (the "underbelly" of the internet with lots of porn).

- Reddit—online bulletin board for any medium: image, video, audio, documents, etc. (the "front page" of the internet, also with lots of porn).
- Whisper & Ask & Secret & Confide—search locally for pictures/people then write on the pictures or to the people with option for anonymity (like a meme maker that's shared).
- Twitter—can be ok if posting on classroom feed.

- Bing (yes, Bing)—the new porn search engine. Since Google tweaked its Safe Search settings back in 2012, porn aficionados have been flocking to Bing in droves to fulfill their pornography needs.
- Deep/Dark Web
    - The Black Market of the web used for anything illicit (drugs, gun, sex, etc.)
    - 96% of web content is on the Deep Web, meaning only 4% of the content is accessible on the surface through regular Google searches (like an iceberg).
    - Must use a Proxy Server(s), or say "Hi," to the F.B.I.
    - Ross Ulbricht, from Austin, TX, started the "Silk Road," the Craigslist for anything illegal. It uses Bit Coins as commerce. He is now serving life in prison (at only age 31).

    - Gun Markets
    - Drug Markets
    - Assassination Markets
    - Uses the "Tor" web browser (looks like an onion). Tor is free software and an open network that helps you defend against traffic analysis, a form of network surveillance that threatens personal freedom and privacy, confidential business activities and relationships, and state security.



- **Obstacle 3: Where can you go for answers**
  - Urban Dictionary—http://www.urbandictionary.com/
  - Snopes—http://www.snopes.com/
  - YouTube—http://www.youtube.com/
- **Goals for Schools**
  - Safe Environment
  - Knowledgeable Teachers
  - Happy Students

4. **Tear Down the Walls: Connect Industry to Education**

(http://goo.gl/DvbaaV)

- www.Nepris.com
- Paid service that connects classrooms with instant live guest speakers (via webcam, like Skype). The guest speakers are unpaid experts.
- Every session is recorded and available to access later.
- We spoke live with Matt Fry, an architect from Ohio in Chicago, Illinois. He told us about the Golden Ratio.
- You can also access other guest speaker sessions.
- 1 free session with sign-up. $99/year per teacher for 50 students or more.

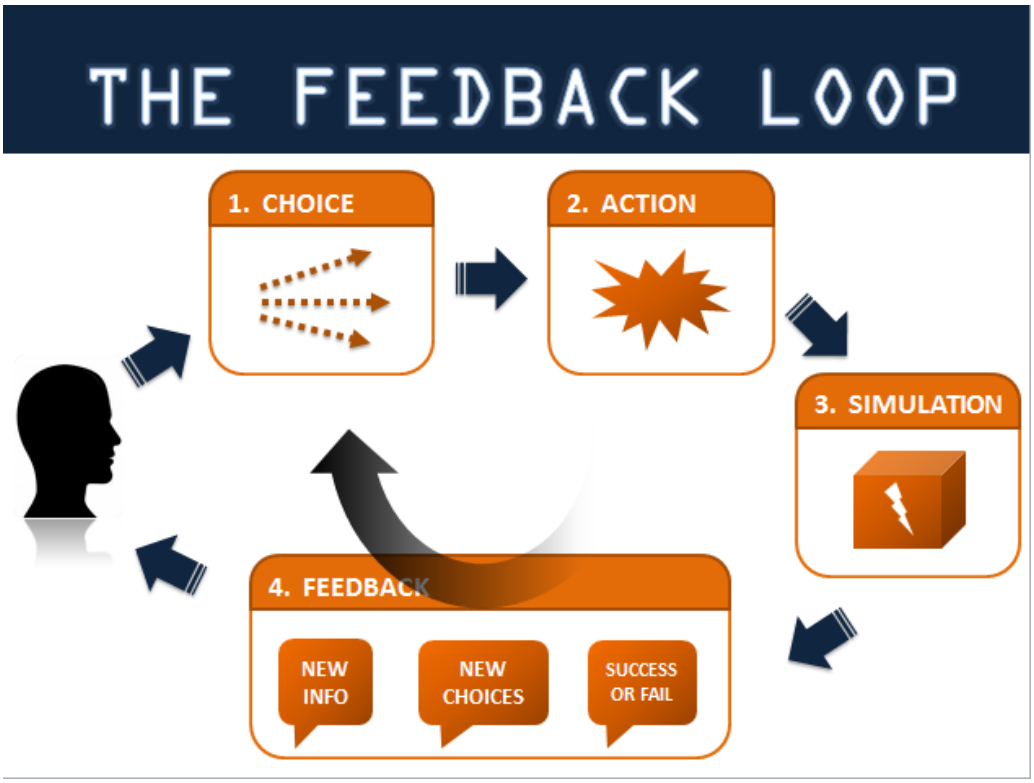
5. **Super Twitter Tips, Tricks, & More**

(http://blog.web20classroom.org/)

- "Technology is given, not a debate."
- Education is the ONLY subgroup on Twitter.
- Recommends having a purpose for being on Twitter. For us, he says, that purpose is our students in the classroom.
- You need a way to organize the information from Twitter. It's reverse chronological feed is not the way to do this.
- Recommends www.tweetdeck.com. Organizes information for you base on your preferences. Also Tweebot App (expensive, but good).
- Can schedule regular Tweets to your students, say, each morning: "Be awesome today."
- Search.twitter.com—a Hashtag search engine. Stays in the search for 2 weeks.
- Use Hasthags with every Tweet, like #teachersmatter #edchat #mathchat #edubk
- Websites like "if this then that" (https://ifttt.com/) automatically schedule things to happen, like if you post on twitter, it will also post it on Instagram.

6. **The GameEd Canves**

(http://www.tceaconvention.org/2015/handouts/Session-150007.pptx)



Gamification is an emerging motivational strategy in the world of education. The only problem is that educators are not game designers. Most teachers become overwhelmed when faced with the challenge of designing a game. That's why we created the GamEd Canvas, a practical, how-to guide for gamifying your lesson plan.

- Motivated by the book “Reality is Broken” by Jane McGonigal
- A game is a voluntary attempt to overcome unnecessary obstacles.
- What makes a game?
    - Goal
    - Rules
    - Feedback
    - Player
- Game Design
    - Components (e.g. Dice)
    - Mechanics (e.g. Roll)
    - Dynamics (e.g. Chance)

    - Aesthetics (e.g. Theme)
- We are currently faced with an engagement crisis!! Educators can create unnecessary obstacles for your students to engage them with these guidelines
    - Time limit
    - No calculators
    - 2 to 3 per team (community)
    - Standard classroom rules apply