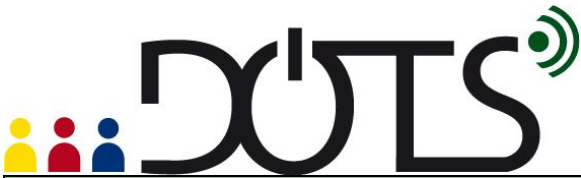


## Using “YouTube” in class

YouTube is a platform where you find and share authentic video material which can also be used in your classroom.

This DOTS activity explains how YouTube works and discusses points you will need to think about when you use YouTube videos in your language classes to improve the language skills of your students. It is built in a modular format, so that you can use one or more of the sections, depending on your needs and the time you have available.

What can I do in this DOTS activity?	Where can I find the information? (click on the link to go to the section)
<b>PART 1</b>	
Find out about what YouTube looks like and how people use it.	A. <a href="#">What is YouTube?</a>
Consider some pedagogical reasons for using YouTube in my language class	B. <a href="#">Why would I want to use YouTube in my classroom?</a>
<b>PART 2</b>	
Learn about some basic features of YouTube.	C. <a href="#">A guide through some basic features of YouTube</a>
What I need to keep in mind to use YouTube in class: some guidelines and examples. Explore some pedagogical issues. One an example of a lesson plan in which YouTube was used.	D. <a href="#">Pedagogical criteria: issues to consider when selecting a YouTube video suitable for your L2 class</a>
Find out about some easy and more advanced technical steps.	E. <a href="#">What can I do to use YouTube with my students?</a>
<b>PART 3</b>	



Check my understanding using a quick and easy checklist.	F. <a href="#">Check your understanding</a>
Think back over what worked and what didn't work (in the DOTS activity and/or in my use of this tool).	G. <a href="#">Reflect!</a>
Check out what other teachers do with YouTube. Discuss and evaluate ideas and activities in a DOTS forum. Create additional tasks and share them with colleagues online.	H. <a href="#">Explore and share!</a>
Learn about students' privacy online when using YouTube or creating a new video	I. <a href="#">Protecting your students' privacy</a>

## PART 1

### A. What is YouTube?

In this section you can find out about what YouTube looks like and how people use it. If you decide to use it in class, it may be helpful to know some basics.

Wikipedia says: "YouTube is a video sharing website on which users can upload and share videos, and view them in MPEG-4 format."

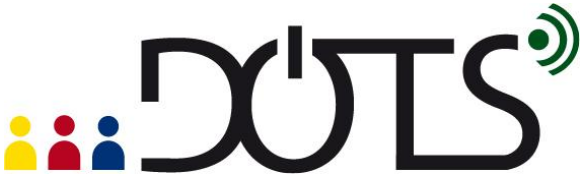
(<http://en.wikipedia.org/wiki/Youtube>)

In other words, it is a website where you can find all sorts of videos which people have made of themselves, others, of TV shows, etc. and have put on the web for everyone to see.

The easiest way to experience the variety of videos is to visit the website yourself. Just click on the following link: <http://www.youtube.com/>. If you need a guide through some of the basic features, go to section C: [A guide through some basic features of YouTube](#).

### B. Why would I want to use YouTube in my classroom?

1. Because you can use it in face-to-face and online teaching and learning environments
  - For instance, you can find a video you like and show it to your class using your computer and an LCD projector or a DVD player and a TV.



2. Because it is a relatively simple way of bringing authentic audiovisual material into the classroom
  - It is just a matter of finding an appropriate video, making one yourself, or having your students make one
3. Because the authenticity of the material and communicative situations presented on YouTube videos allow to work on both language and culture
  - For instance, you may find a video of a real-life situation in the target culture (e.g. a video of someone riding in a London taxi cab and talking to the driver).
4. Because it appeals to the students – usually it's part of their world
  - For instance, your students may already be sharing or watching videos using YouTube – you just have to capitalize on that!
5. Because it gives you more possibilities – it appeals to different learner types (audio, visual, learning by doing)
6. Because it allows students and teachers to bring material to the class – shared responsibility
7. Because it facilitates a task-based approach to learning: allows student to learn the language while creating documents and audiovisual material that they can put on YouTube.

Just like with any other classroom material, you need to keep the pedagogical considerations in mind (e.g. learning objectives, authenticity, speech rate, etc.). To explore these in more detail visit section D: [Pedagogical criteria: issues to consider when selecting a YouTube video suitable for your L2 class](#).

## PART 2

### C. A guide through some basic features of YouTube

To visit the site, just click on the following link: <http://www.youtube.com/>. Four basic features are explained here:

- [The welcome screen](#)
- [Playing a video](#)
- [Searching for a video](#)
- [How can I find appropriate material](#)

#### The welcome screen

When the website opens you will see a screen that is similar to this one:



YouTube

Search

Browse Upload

Create Account Sign In

Join the largest worldwide video-sharing community!

Create Account

Already have an account? Sign In

Recommended for You Learn More



**Keshha - We R Who We R Lyrics On ...**  
4 months ago  
26,131,551 views  
Because you watched Fun Science: The ...



**MY NEWHOT GIRLFRIEND**  
1 month ago  
3,005,450 views  
Because you watched Fun Science: The ...



**The Alex and Charlie Format**  
5 months ago  
1,582,449 views  
Because you watched Fun Science: The ...



**Beatboxing flute inspector gadget...**  
4 years ago  
23,898,713 views  
Because you watched Fun Science: The ...



**Perfectly Good Tire Just Sitting Ther...**  
TheOnion 71,997 views  
Featured Video



**ULTIMATE BURGER RECIPE ft CHARLL...**  
5:20



**VMNDWLICKER**  
8:11



**Walking Contradictions**  
1:04



**Solar and Lunar Eclipse Animation**  
6:28

Spotlight

**The Blake Griffin Show**

At NBA All-Star in LA all eyes are on indomitable rookie Blake Griffin, whose nicknames (so far) include: The Blake Show, Quake Griffin, The Rim Reaper and more.  
Presented by: NBA

Queue (0) Options

Your queue is empty. Add videos to your queue using this button:  or sign in to load a different list.



**Hot Girls driving Fast Cars!**  
386,038 views  
sxeptli



**Kanye West - AllOfThe Lights ft. R.L...**  
757,814 views  
KanyeWest/EVO



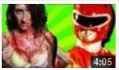
**Lenny Kravitz: "Come on Get it"**  
by NBA  
71,871 views

News & Politics



**Bahrain's army deliberately kills pea...**  
872,428 views  
shaftem

Film & Animation



**IF KIDS SHOWS WERE REAL!**  
729,511 views  
smoah

Trends



**Justin Bieber voted MVP**  
by NBA  
234,913 views

Sports



**Eskisehirspor 2 - 1 Sivasspor**  
197,731 views  
fratdulger

Howto & Style



**CVS Makeup Haul**  
125,754 views  
DulceCandy87



**Justin Bieber Shot and Killed on CSI [High Qual...**  
by WhyJustinBieber  
4,891,246 views

People & Blogs

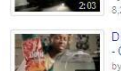


**PELEAS DE NOVOS**  
557,860 views  
vieirereturmo

Pets & Animals



**Battlefield: Bad Company 2 Vietnam**  
35,352 views  
HazardCinema



**DORITOS® - HOUSE SITTING - Crash The Super Bow...**  
by CrashingSuperBow  
1,854,151 views

Most Viewed



**IF KIDS SHOWS WERE REAL!**  
729,511 views  
smoah

Top Favored



**Hot Girls driving Fast Cars!**  
386,038 views  
sxeptli



**Harry Potter Dating Site w/ Shane Dawson OKMud...**  
by take180cm  
207,020 views



**An Uncle Bazza Christmas**  
by CurrenlyDisconnected  
19,175 views

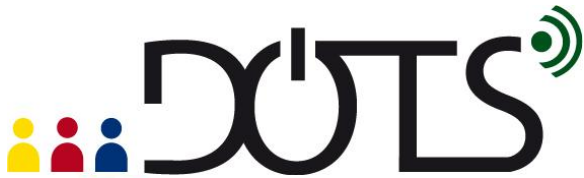


**Tonight I'm Frakking You**  
by BreakOriginals  
442,839 views

Each of the framed pictures is a link to a video.

Next to each video there is some information on it:

- its name (*The Alex and Charlie Format*),
- how many times it was viewed (*1,582,449 views*),
- how long ago it was uploaded (put on the web) (*5 months ago*)



YouTube

Search

Browse Upload

Create Account Sign In

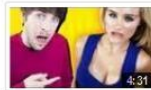
Join the largest worldwide video-sharing community!

Create Account > Already have an account? Sign In

Recommended for You Learn More



Keshia - We R Who We R Lyrics On ...  
4 months ago  
26,131,551 views  
Because you watched Fun Science: The ...



MY NEWHOT GIRLFRIEND  
1 month ago  
3,005,450 views  
Because you watched Fun Science: The ...



The Alex and Charlie Format  
5 months ago  
1,582,449 views  
Because you watched Fun Science: The ...



Beatboxing flute Inspector gadget...  
4 years ago  
23,698,713 views  
Because you watched Fun Science: The ...



ULTIMATE BURGER RECIPE #CHARLIE



WINDOWLICKER



Walking Contradictions



Solar and Lunar Eclipse Animation



Onion News Network: Fridays at 10/9c on IFC. The local Onion affil...  
TheOnion 71,997 views Featured Video

Spotlight

The Blake Griffin Show

At NBA All-Star in LA all eyes are on indomitable rookie Blake Griffin, whose nicknames (so far) include: The Blake Show, Quake Griffin, The Rim Reaper and more.  
Presented by: NBA

In the right bottom corner of each frame you can also see a number, which shows the length of the video in minutes and seconds (3:41).

## Playing a video

When you click on any of the pictures in the frames, the video you clicked will open. For instance, this is what happens when I clicked on the *The Alex and Charlie Format* video:

YouTube

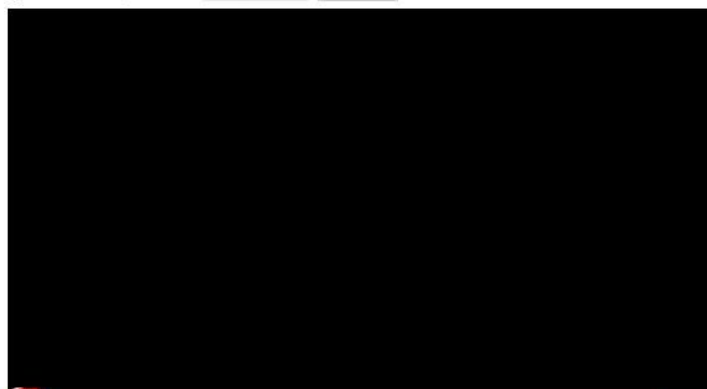
Search

Browse Upload

Create Account Sign In

The Alex and Charlie Format

youtube.com/charlie 120 videos Subscribe



Auto Moto



Osobni automobili (20.108)



Motocikli (4.255)

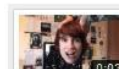


Gospodarska vozila (3.429)



Rezervni dijelovi i oprema (13.444)

Suggestions



I Found My Head  
by charlieisboredlike  
277,911 views Featured Video



Alex Mix  
by YouTube  
[PLAYLIST] 31 videos



Nerd-Off  
by charlieisboredlike  
1,486,104 views

Depending on how fast your internet connection is and the length of the video, it may take some time before you can watch it. Please note that watching videos on YouTube works best if you have a relatively fast Internet connection. No need





to despair, though: once the entire video is loaded, you should be able to watch it again without your feedback being choppy.

The video may start automatically, and if it does not, you can click on the play button in the left bottom corner.

### Searching for a video

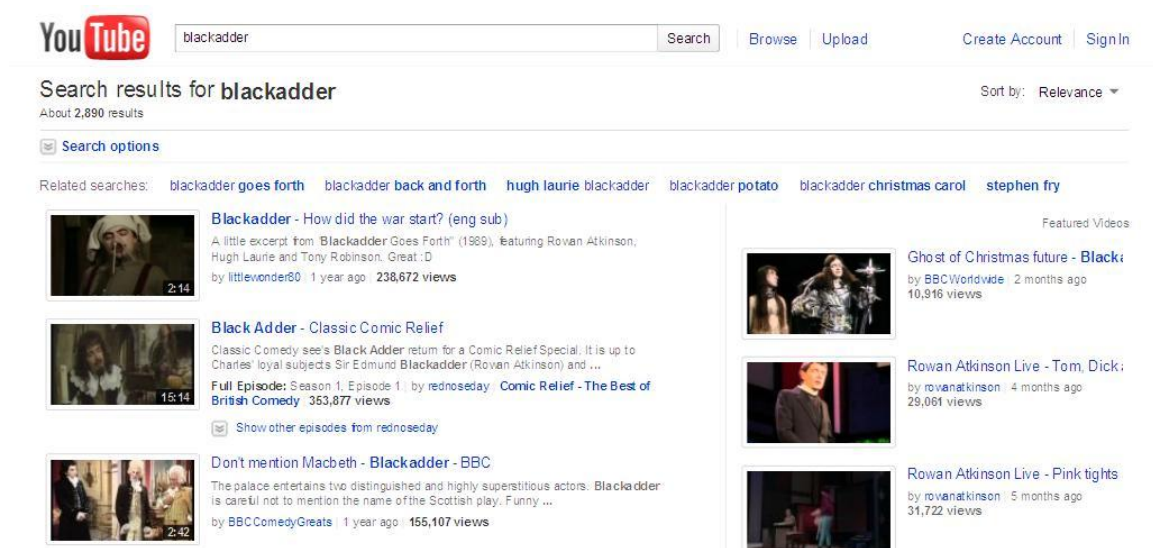
Finally, you can search for a video. Just enter some keywords in the search window on the top of the page. When you type the appropriate keywords it is sometimes helpful to use the search suggestions.

For instance, in the following example we used the search term "Blackadder" – as soon as "blackad" was typed, in some suggestions appeared.



You can finish typing the keyword that you want (because the suggestion may not be the word you were looking for), or you may choose one of the suggestions.

Click the search button or just press enter on your keyboard, and you will get a list of videos that are connected with this search term:

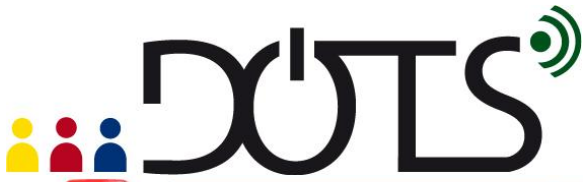


Then, you can just click on one of the videos to watch it.

### How can I find appropriate material?

Open YouTube (<http://www.youtube.com/>) and use the search function.

Use keywords to search for videos. When you type the appropriate keywords it is sometimes helpful to use the search suggestions:



Sift through the material to see whether it fits your purpose. To help you in your selection, you can use the information available underneath the video, such as the number of people who watched the video (51,680), the length (6:42), or even the rating (the number of likes and dislikes: 81 likes and 4 dislikes for this video).

#### D. Pedagogical criteria: issues to consider when selecting a YouTube video suitable for your L2 class

In this section you can find some pedagogical issues and questions to prepare you for selecting a YouTube video suitable for your L2 class. More specifically, it



lists pedagogical criteria that you may want to consider when selecting a video and gives an example of a lesson plan where YouTube was used.

### Exploring pedagogical criteria

- Using YouTube videos allows for authentic material to be used in L2 courses, in order to work on signal decoding and meaning-building processes in the development of listening comprehension skills.
- YouTube can also be used to support lexical and grammatical issues (see [Sample YouTube Activity](#)).
- YouTube can also be used for cultural information (both “Culture” and “culture”)

Here are some questions you might ask yourself to help you select the most appropriate video for specific learning tasks and proficiency levels:

- In what way does the video help learners reach their learning objective(s)?
- Does the video reflect authentic use of the target language?

For the tasks students will have to perform:

- Is the rate of speech and the type and strength of accents appropriate?
- Is the level of familiarity with the topic and the use of cultural schemata appropriate?
- Is the level of redundancy or complementarity between the image and the audio track appropriate?
- Is the quality of the overall presentation of the video appropriate?

### Sample YouTube activity

This is a lesson plan for a lesson which was designed to help students at the level of B2 / C1 of the Common European Framework of Reference (CEFR, [http://www.coe.int/t/dg4/linguistic/CADRE\\_EN.asp](http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp)) to develop their presentation skills in English.

The Youtube video used for the lesson is:

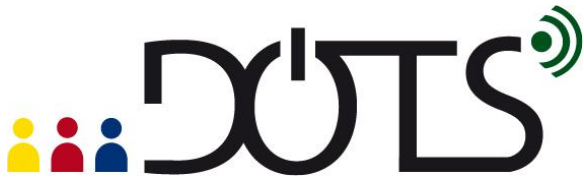
([http://www.youtube.com/watch?v=liQLdRk0Ziw&feature=player\\_embedded](http://www.youtube.com/watch?v=liQLdRk0Ziw&feature=player_embedded))

This video features part of a speech by the American marketing professional Guy Kawasaki, who gives advice on the use of visuals in a PowerPoint presentation. This video was selected because it features an authentic presentation in American English that is targeted at a US-American audience and provides guidelines which will be useful when the students create their own presentations.

### Overall task objectives / lesson objectives:

- a) learn/improve presentation skills
- b) make presentations sound more natural





c) recognize and re-use rhetoric devices and colloquial expressions

Steps	Objectives	Dur.	Class activities and interactions to achieve the objectives
Lead-in	Becoming aware of important points when dealing with visuals in presentations.	10 min.	<ul style="list-style-type: none"> <li>Teacher writes “Visuals” on the board and asks: “What do you think makes a good visual in a presentation, for example in a PowerPoint presentation? Brainstorm with your partner for five minutes.”</li> <li>Students work in pairs. Teacher listens in to pick up student language for further use and feedback.</li> <li>Students give feedback and teacher collects the points on the board in the form of a mind-map.</li> </ul>
The 10-20-30 rule for PPT slides	Learning how visuals can aid a presentation without turning it into a “movie show”.	15/20 min.	<ul style="list-style-type: none"> <li>Teacher says: “Now you are going to watch part of a speech by the American marketing professional Guy Kawasaki. Note down his basic ideas for a good visual in bullet points.”</li> <li>Video is shown and students write down bullet points.</li> <li>Teacher says: “Now compare your notes with your partner and with our original mind map on the board. What do you want to add?”</li> <li>Students give feedback and teacher adds ideas to the mind map.</li> <li>Teacher says: “Watch the video again and see how the presenter follows his own advice.” The video is shown a second time and is stopped from time to time for the teacher to point out important features (e.g. a slide should not be too clustered, the use of pictures to underline oral content, font size, presenter's logo) or to clarify linguistic questions.</li> </ul>
Language focus	Identifying rhetorical devices and colloquial language		<ul style="list-style-type: none"> <li>Teacher asks: “How does the presenter make sure he doesn’t lose the interest of his audience?” (use of humour, repetition)</li> <li>Which other devices can be used to make a presentation more effective?”</li> <li>Students discuss in plenary which rhetorical</li> </ul>



	to make a presentation more effective and natural-sounding.		<p>devices the presenter uses and compare them with other rhetorical devices and teacher collects feedback on the board.</p> <ul style="list-style-type: none"> <li>• Teacher says: “Now let’s look at some of the expressions in the video that can help you make your presentation more natural-sounding. Which expressions do you remember? Talk to your partner and collect ideas.” (...I came up with...; ...the kind of people you are pitching to; A bozo; If you don’t buy that...)</li> <li>• Teacher can then use the students’ input to focus on other expressions that might be helpful.</li> </ul>
Application	Practicing		<ul style="list-style-type: none"> <li>• Students are asked to prepare short presentations integrating all the discussed concepts.</li> </ul>

### E. What can I do to use YouTube with my students?

In this section you can find some practical technical suggestions that may help you in using YouTube videos in your online and face-to-face class. More specifically, you can find out some practical suggestions on the following issues:

- [How can I have my students watch a particular video at home?](#)
- [How can I save a video for future use?](#)
- [How can I watch a video during my face-to-face class?](#)
- [How can I make and upload a video?](#)

#### How can I have my students watch a particular video at home?

Do you have a class or school website where you can post materials for your students?

If you do, then you can:

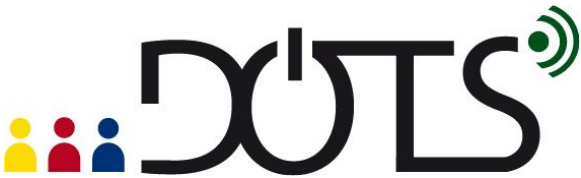
- [link to a video](#)
- [embed the video on your site](#)

If you do not have a class or school website you can:

- [give your students the link in class](#)
- [send your students the link via email](#)

More advanced ways of sharing videos:

- [sharing the link via the YouTube playlist share option](#)



Please note that all of these actions are subject to YouTube Terms of Service, which you can find here: <http://www.youtube.com/t/terms>.

### ***Linking to a video***

*Linking to a video* means that a link (such as <http://www.youtube.com/watch?v=liQLdRk0Ziw>) will appear on your webpage, which will take your student directly to the video on the YouTube page. Alternately, you can email your students the link, or you can copy it on a piece of paper and give it to them in class.

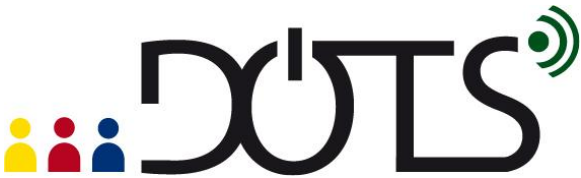
When you open a video that you selected, there will be a row of buttons under the video.

To link to a video, select a suitable video, and open it. Then, click on the button that says “Share”, and the Internet address of the video will appear below. Copy the Internet address (Ctrl+C). Then you simply paste the link (Ctrl+V) wherever you want on your webpage or in your email. Alternately, you can copy it on a piece of paper, and give them to your students to write it down.



### ***Embedding a video***

*Embedding a video* means that your students will be able to watch the video directly on your webpage (rather than having to open the YouTube site). To



embed a video, click the Embed button underneath the video (shown in the red rectangle in the picture below), and copy the code from the box that appears (shown in the blue rectangle in the picture below).



Once you copy the code, open the *source code* of your webpage, and paste the code. (You can usually toggle between the *source code* and HTML view on the webpage by clicking a button in the toolbar).

If you want to learn more about embedding, you can actually watch YouTube videos on how to embed a YouTube video. To do that, just use the search function using some keywords such as *embedding*, *video* (click [here](#) for more information on how to search), and you will find information on how to embed a video into a blog, Moodle, Blackboard, WebCT, etc.

### ***More advanced ways of sharing videos***

There are many different ways to share videos, but here is one that you may find useful:

- creating your own playlist on YouTube

In order to create your own playlist on YouTube that you can share with others, you need create a YouTube account. Find instructions on creating a YouTube account here:

<http://www.google.com/support/youtube/bin/answer.py?hl=en&answer=161805>.



After you have created an account you can save a video to favorites (more information here:

[http://www.youtube.com/handbook\\_popup\\_watch?pcont=savefaves](http://www.youtube.com/handbook_popup_watch?pcont=savefaves)), and then share it with the world (more information here:

[http://www.youtube.com/handbook\\_popup\\_watch?pcont=playlistshare](http://www.youtube.com/handbook_popup_watch?pcont=playlistshare)).

Then you can simply tell your students to check out the playlist you created.

### How can I save a video for future use?

Other than embedding or linking to a video, there is no way to save a video for future use that would be in accordance with the YouTube Terms of Service. Here is what the Terms of Service states:

*You shall not copy or download any User Submission unless you see a “download” or similar link displayed by YouTube on the YouTube Website for that User Submission (section 5B at: <http://www.youtube.com/t/terms>).*

In other words, you can download only those videos where this is explicitly allowed.

### How can I watch a video during my face-to-face class?

In order to watch a video in class you need:

- a computer with a relatively fast Internet connection
- speakers
- an LCD projector (or a large enough computer screen that everyone can see)

The safest thing to do is to prepare everything beforehand. This means you need to check whether all of the equipment works:

- whether you can connect to the Internet
- whether your speakers work
- whether your LCD projector works: whether everyone can see the projected image.
- whether you can find the video on the YouTube site
  - the safest thing to do is to bookmark it (add it to favorites) before your class

If something does not work, the standard procedure is to check whether all of the connections have been made properly, i.e. whether any cables are loose, and whether all the equipment is properly plugged in:

- check if the Internet cable is plugged into the computer
- check if the speakers are plugged in and turned on
- check if the speakers are connected to the computer
- check that the volume button on the speakers is not turned down completely
- check if the sound has not been muted on your computer





- check if the LCD projector is connected to the computer
- check if the LCD projector is plugged in and turned on
- check if the lens cover on the LCD projector has been removed

If you still have a problem – do not be discouraged! Perhaps one of your colleagues or students may be able to help you. It is a learning process – and soon enough you will be the one helping others!

### How can I make and upload a video?

In order to make and upload a video you need:

- a device which can be used to shoot a video in the suitable format
  - this includes most digital cameras, all digital camcorders, various webcams, and even some mobile phones
- a direct connection between the recording device and your computer
  - once you have created your video, you need to transfer it to your computer to be able to upload it to YouTube
- a relatively fast Internet connection
- a YouTube account
  - in order to upload a video you need to sign up for a YouTube account

You may also wish to use video editing software (such as the Windows MovieMaker) to edit your videos, add special features, etc.

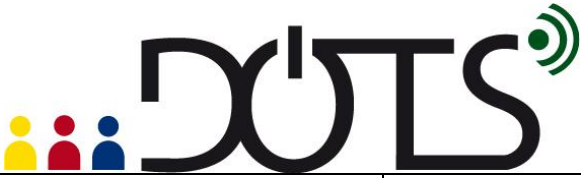
Details on how to make and upload a video can be found on the YouTube help site:

[http://www.youtube.com/t/howto\\_makevideo](http://www.youtube.com/t/howto_makevideo)

## PART 3

### F. Check your understanding

I can/I know...	Yes, I can do this <input type="checkbox"/>	I would like to look at that again
describe YouTube to somebody else (e.g. a colleague)	<input type="checkbox"/>	Click <a href="#">here</a> .
give three reasons for using YouTube in language teaching	<input type="checkbox"/>	Click <a href="#">here</a> .
describe and use the basic features of YouTube	<input type="checkbox"/>	Click <a href="#">here</a> .



How to use YouTube in language teaching	<input type="checkbox"/>	Click <a href="#">here</a> .
How to find useful clips	<input type="checkbox"/>	Click <a href="#">here</a> .
How to link to a YouTube clip or embed a clip in a website (technical).	<input type="checkbox"/>	Click <a href="#">here</a> .
How to integrate a YouTube clip in a lesson / task (pedagogic)	<input type="checkbox"/>	Click <a href="#">here</a> .

**G. Reflect!**

Here are two possible ways of guiding your reflection. Select the questions that are the most relevant for you.

Think about the following issues concerning the activities in this section:  
*(To do when you have finished this activity sequence)*

<ul style="list-style-type: none"> <li>• Has this worksheet given you enough information/confidence to try out YouTube?</li> <li>• Are the benefits and drawbacks of using YouTube explained in a balanced way?</li> <li>• Will you be able to take this worksheet and implement the suggestions straight away? If not, what else do you need?</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the YouTube Explore and share forum, find out what other people use YouTube for. It is available at: <a href="http://moodle.dots.ecml.at/mod/forum/view.php?id=34">http://moodle.dots.ecml.at/mod/forum/view.php?id=34</a>.</li> <li>• Discuss your planned use of YouTube in the YouTube Explore and share forum to get helpful tips from experts. It is available at: <a href="http://moodle.dots.ecml.at/mod/forum/view.php?id=34">http://moodle.dots.ecml.at/mod/forum/view.php?id=34</a>.</li> </ul>

\* Credit for illustrations: [fotographic1980/FreeDigitalPhotos.net](http://fotographic1980/FreeDigitalPhotos.net)



Reflect on the following questions concerning your use of YouTube as a tool and a resource for your course:

*(To do after your first attempt at using YouTube in your teaching / your class)*

<ul style="list-style-type: none"> <li>• Is this tool/resource relevant for your course?             <ul style="list-style-type: none"> <li>○ Does it fit with your teaching approach and aims?</li> <li>○ Is it reliable in terms of linguistic and cultural accuracy?</li> </ul> </li> <li>• Is this tool relevant for your learners (age, level, interest, ...)</li> <li>• Is the level appropriate for the intended users?</li> <li>• Can the tasks accommodate learners with a range of levels?</li> <li>• Is the language used in the instructions and reference material suitable?</li> <li>• For which skills and activities do you think this tool/resource is best used?             <ul style="list-style-type: none"> <li>○ Is the material interactive enough to maintain student interest?</li> <li>○ Are there a variety of exercises and tasks?</li> </ul> </li> <li>• How user-friendly is the tool?             <ul style="list-style-type: none"> <li>○ Is the tool/resource clear and easy to use for your students?</li> <li>○ Does the tool/resource necessitate some training activities for your students?</li> </ul> </li> <li>• Technical considerations</li> </ul>	<ul style="list-style-type: none"> <li>• After you've used YouTube in your class, share your experience in the <a href="http://moodle.dots.ecml.at/mod/forum/view.php?id=34">Explore and share forum</a>. It is available at: <a href="http://moodle.dots.ecml.at/mod/forum/view.php?id=34">http://moodle.dots.ecml.at/mod/forum/view.php?id=34</a></li> <li>• Share suggestions for new uses of YouTube in the <a href="http://moodle.dots.ecml.at/mod/forum/view.php?id=34">Explore and share forum</a>. It is available at: <a href="http://moodle.dots.ecml.at/mod/forum/view.php?id=34">http://moodle.dots.ecml.at/mod/forum/view.php?id=34</a></li> <li>• When you've developed a task using YouTube, share it with colleagues by uploading it on the <a href="http://moodle.dots.ecml.at/mod/wiki/view.php?id=24">wiki</a>! It is available at: <a href="http://moodle.dots.ecml.at/mod/wiki/view.php?id=24">http://moodle.dots.ecml.at/mod/wiki/view.php?id=24</a></li> <li>• Share what you have done with your colleagues in your institution. <a href="#">Here is the place to brag about it!</a> Don't hide your light under the bushel.</li> </ul>



- |                                                                                                                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>○ What equipment and technical support is required?</li><li>○ Is this available in your institution?</li><li>○ What on-going costs are involved (e.g. licences for software)?</li></ul> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

\* Credit for illustrations: [fotographic1980/FreeDigitalPhotos.net](http://fotographic1980/FreeDigitalPhotos.net)

## H. Explore and share!

Here are some suggestions on where to go from here. Please feel free to add your own suggestions in this section – they can be your own lesson plans, ideas, problems, etc.

- Find several videos that may be useful for your language class. Watch them, and bookmark their Internet address for later use ("bookmarking" is sometimes referred to as "adding to favorites"; if you do not know how to do that click help on your Internet browser). Think about whether they are appropriate for your class.
- Talk to your students about YouTube. Do they use it? Have they uploaded any videos themselves? If you have several "expert users" perhaps they can do a demonstration for the entire class. You can discuss why they use YouTube – you will learn more about the medium, and the learners will have a chance to share real information with each other and you. Please keep in mind that, like with any open medium, videos inappropriate for the students you teach may appear. Therefore, we suggest that you review any presentations beforehand.
- Talk to your colleagues about YouTube Do they use it? Have they uploaded any videos themselves? Perhaps you can work together to build your own YouTube video bank, complete with lesson plan and then tailor it to different settings and teaching environments
- Perhaps one of the most important features of YouTube is that it allows you and your students to create your own video materials in a relatively easy way. You can capitalize on your students' use of YouTube by having them create new videos that are "customized" to your class or your student needs.
- If you need additional information on various aspects of YouTube, you can visit this page: <http://www.google.com/support/youtube/?hl=en>. It contains a wealth of information. Therefore, we suggest that you look for very specific information that you need, rather than reading through it. For instance, you may try to look for instructions on how to create your own video and upload it.



- Your own ideas: write about your experience with YouTube (go to the [Explore and share forum](http://moodle.dots.ecml.at/mod/forum/view.php?id=34) available at: <http://moodle.dots.ecml.at/mod/forum/view.php?id=34>)
- Give others your best tips about YouTube in language classes (go to the [Explore and share forum](http://moodle.dots.ecml.at/mod/forum/view.php?id=34) available at: <http://moodle.dots.ecml.at/mod/forum/view.php?id=34>))
- Share your favourite YouTube clips on the [Explore and share forum](http://moodle.dots.ecml.at/mod/forum/view.php?id=34) available at: <http://moodle.dots.ecml.at/mod/forum/view.php?id=34>) (for English / German / French / Polish / Spanish / etc.).

## I. Protecting your students' privacy

The standard settings in YouTube mean that the videos that you or your students create for your course are shared with the whole world. You can change the settings to protect your students' privacy and you can create establish a secure YouTube channel just for your class.

If you want to explore how you can protect your students on YouTube, you will find some practical suggestions in the document entitled YouTube User Guide (which is available at this address: <http://moodle.dots.ecml.at/mod/resource/view.php?id=44>).

If you want to discuss privacy issues (and you are currently online) go to the Privacy forum available at: <http://moodle.dots.ecml.at/mod/forum/view.php?id=29>.



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