2,472 courses - 113,905 video tutorials
Online Video
How It Changes & Enhances the Way We Learn!
Laurie Burruss is . . .

- **ALWAYS:** A storyteller, recently a digital storyteller

- **NOW:** Sr. Director of Education at lynda.com Online Training Library®
  
  http://www.lynda.com  laurie@lynda.com

- **THEN:** 19 years @Professor in Design at Pasadena City College teaching Interactive Multimedia Design

- **AND ALSO:** 11 years as Director of the Pasadena City College Digital Media Center serving the state of California as a regional resource for collaboration between education, industry, and the community.
EXPERIENCE increasingly sophisticated learners demand more dynamic & interactive, rich learning content

RESOURCES internal, limited, insufficient resources (content & dollars) to carry out their e-learning visions

NEED large volumes of content needed for self-paced, online delivery

EXPLOSION huge amounts of custom-developed online content

the aha
What is out there right now?
learning with online video
3 case studies
OpenClassroom: Stanford
Introduction to Human-Computer Interaction Design

http://openclassroom.stanford.edu/MainFolder/VideoPage.php?course=HCI&video=HistoryI&speed=100
Introduction

History of HCI (I)
Target Audience: Gen M Training

Karen, Katie & a Job

http://karenkavett.com/blog/1526/how-to-design-a-resume.php
http://www.youtube.com/watch?v=gKl-aGY6TrI#t=345
http://karenkavett.com/resume.pdf
Target Audience: Gen M Training

Karen, Katie & a Job

How to Design a Resume

http://karenkavett.com/blog/1526/how-to-design-a-resume.php
http://www.youtube.com/watch?v=gKl-aGY6TwI#t=345
http://karenkavett.com/resume.pdf
Thank you! I'm in the "2013 finally getting a job" category and have spent the last month working on my website portfolio (done next week I hope!). Next thing to do will be revamping my resume and this video gave me some great tips as well as some confidence in the information I already have on my resume. So perfect for where I'm at right now.

Your 6 min video went over more information on resumes than my 2 years at college, this was so helpful! Now off to InDesign to fix up some things on my resume.

This video could not have come at a more perfect time! I'm graduating in June and need to start looking for real-person jobs.

Hey Karen-- my wife and I just had a resume designing party, and we used your video as one of the main events! Thanks for providing your resumes as examples and for all the tips. : )
What do we know?
Our senses evolved to work together—vision influencing hearing, for example—which means that we learn best if we stimulate several senses at once.

p.219, *Brain Rules*, John Medina
Rules for Multimedia Presentation

- **Multimedia principle** - Students learn better from words & pictures rather than words alone.

- **Temporal contiguity principle** - Students learn better when corresponding words & pictures are presented simultaneously.

- **Spatial contiguity principle** - Students learn better when corresponding words & pictures are presented near to each other rather than far.

- **Coherence principle** - Students learn better when extraneous material is excluded rather than included.

- **Modality principle** - Students learn better from animation & narration than from animation & on-screen text.

ENGAGED DISCOVERY
designing learning experiences

➡ WHAT
the challenge & presentation type

➡ WHO
the presenter(s) & targeted participants

➡ WHY
the strategy that “sells” the proposal

➡ OBJECTIVE
PROJECT APPROVAL

➡ TONE
domain expertise - practice & mastery


Running a Design Business: Presentation Skills, Petrula Vrontikis
Running a Design Business: Presentation Skills, Petrula Vrontikis
Meaning, Quality, Value, Curation

“The power of the moving image in communicating complex information to students.”

SENSORY DESIGN:
• Association
• Interpretation
• Integration
• Elaboration
• Engagement
All to make multiple senses work together!

BEST PRACTICES:
➡ The BIG IDEA followed by granular details
➡ Information presented by a subject matter expert
➡ Context offered
➡ Meaning with “real world” experiences
➡ Timing, tempo, chunks of learning
➡ Animation with narration
➡ Repetition of the concept “presentation types” in many different ways
➡ Infographic visualizations for abstract ideas


Running a Design Business: Presentation Skills, Petrula Vrontikis
learning better
learning differently
What are current “best practices”? 
Bite-sized: short, to-the-point, searchable
Audio: Teacher’s voice “speaks” to the student - no attention wandering.
Video: Visual images, motion graphics, animations create engaged, memorable, emotional, narrative.
Transcripts:
Learn the words & vocabulary; text tracks provide time-coded metadata. Enhanced search-ability.
Repetition & Failure: Watching a video repetitively or as much as needed to get it; no failure - as many chances as the learner needs or wants.
No tests, no stress: Anonymous learning makes it safe to “not know” something, allows vulnerability to transform into confidence.
Control: Player controls offer speed, viewing size, choice of form factors & devices, whole or partial videos; whole or partial courses according to need, subjects or choices.

http://www.lynda.com/player/popup?lpk4=79343&playChapter=False
Simplicity: Ease of use; simple straightforward access to information, no manual necessary.
Choice: No “right or wrong” way to view a movie; no left to right or top to bottom; searchable/retrievable video clips selection allows the learner to determine the order. Lots of variety - lots of classes and teachers.
Time & Location:
Anytime, anywhere learning no longer linked to the static/stationary classroom or office. Mobile or online.
Synchronous versus Asynchronous:
Asynchronous learning means freedom from boredom - choice
After 10 minutes attention drops. Our movies are 4 - 7 minutes each covering 1 key concept.
WISTIA VIDEO ANALYTICS: LENGTH MATTERS

http://wistia.com/blog/does-length-matter-it-does-for-video-2k12-edition/
HOW WE LEARN:

http://www.brainrules.net/
Rule #1: Exercise boosts brain power.

Rule #2: The human brain evolved, too.

Rule #3: Every brain is wired differently.

Rule #4: We don’t pay attention to boring things.

Rule #5: Repeat to remember.

Rule #6: Remember to repeat.

Rule #7: Sleep well, think well.

Rule #8: Stressed brains don’t learn the same way.

Rule #9: Stimulate more of the senses.

Rule #10: Vision trumps all other senses.

Rule #11: Male and female brains are different.

Rule #12: We are powerful and natural explorers.
Rule #4: We don’t pay attention to boring things.
Rule #5: Repeat to remember.
Rule #6: Remember to repeat.

long-term memory
Rule #9: Stimulate more of the senses.
vision

Rule #10: Vision trumps all other senses.
exploration

Rule #12: We are powerful and natural explorers.
BRAIN RULES

exploration

Rule #12: We are powerful and natural explorers.

[Experts’] knowledge is not simply a list of facts and formulas that are relevant. . .their knowledge is organized around core concepts and ‘big ideas’ that guide their thinking about the domains.

How People Learn, John Bransford

We are natural explorers. The tendency is so strong, it is capable of turning us into lifelong learners. . .

BRAIN RULES, John Medina, p. 264
EXPLORERS

The 12 Brain Rules

Rule #1: Exercise boosts brain power.

Rule #2: The human brain evolved, too.

Rule #3: Every brain is wired differently.

Rule #4: We don’t pay attention to boring things.

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Rule #12: We are powerful and natural explorers.

www.brainrules.net

Online Video: Anyone can do it and they are!

Sal Kahn, The Kahn Academy [FREE]

USC [archiving the BEST storytellers]

Class Central: MOOC aggregator

TED Talks [bite-size, world-class + FREE]

MIT > TechTV [library + annotation]

Direct TV [Netflix - anywhere, anytime video]
Online Video: Anyone can do it and they are!

- Stanford's Entrepreneurship eCorner [FREE]
- udemy.com [FREE - $$$] Online Courses from the World's Experts
- vimeo.com | video school [FREE]
- Google's Learn - Promoting a business online [FREE]
- pluralsight: hardcore dev and IT training
- CodeAcademy.com | Learn to code!
the benefits
@work, @school || face 2 face
MENTOR, not teach tools

TEACH the Big Ideas instead of drills and rote teaching

COMMUNICATE & COLLABORATE

CHALLENGE students to think on their own

ENGAGE the learner with critical thinking & thought leadership
O.Y.O. || on your own
O.Y.O. || on your own

- DISCOVER what you want to learn
- FIND their passion
- DEVELOP skills at their own pace on their own time
- BUILD confidence
- EMPOWER learners to take back learning

*If you don’t know something, you can learn it!*
no single answer
Continued exploration in . . .
Continued exploration in . . .

- the opening moment: attention & engagement
- multi-sensory experiences: overall increase in retention
- repetitive information: stabilized memory
- tempo & pacing: timed intervals
- empathy: emotions effect motivation
- context-dependent: relation to other parts of a learning environment
- individualized learning: instructor, competencies, & learning gaps to fill
bonus
the hurdles
10 common problems
10 common nightmares
Top 10 Worst Features of Online Videos

1. PowerPoint with Voiceover Audio
   - Why not SlideShare.net? or a PDF?

2. All About Me
   - Blah, blah, blah about me for 5 minutes+

3. Lecture Capture
   - Unedited, audio & room distractions, too long.

4. Green-screen Overuse
   - Little talking/walking elves - hopping & pointing across the screen

5. Inauthentic Simulation
   - Supposedly “real world” simulations with “actors” quickly looks dated.

6. Green-screen Overuse
   - Little talking/walking elves - hopping & pointing across the screen

7. Unreadable screen
   - Screen capture image too small, complex screen - user loses way

8. CINEMA, it’s not!
   - Opening credits or intro too long & irrelevant; player not set up for stop, play, rewind for learner

9. Jane Fonda Workout Audio Track
   - Music or bad audio track that distracts & disenchant - ambient noises - not teacher voice

10. Talking Head
    - Boring Delivery
        - Too slow, monotone, reading script, no passion...

11. Talking Head
    - Audio Track
        - Music or bad audio track that distracts & disenchant - ambient noises - not teacher voice

12. TMI
    - Too much info/too long
        - Not professional - jokes, personal info overload, 15 min - 1 hr+ long.

13. Jane Fonda Workout Audio Track
    - Music or bad audio track that distracts & disenchant - ambient noises - not teacher voice

14. Talking Head
    - Boring Delivery
        - Too slow, monotone, reading script, no passion...

15. Unreadable screen
    - Screen capture image too small, complex screen - user loses way

---

You don’t keep a to-do list? I’m a spontaneous kind of guy!

Don’t live in NYC! It’s too dangerous!

Inauthentic Simulation

Supposedly “real world” simulations with “actors” quickly looks dated.

PowerPoint with Voiceover Audio

Why not SlideShare.net? or a PDF?

All About Me

Blah, blah, blah about me for 5 minutes+

Lecture Capture

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Music or bad audio track that distracts & disenchant - ambient noises - not teacher voice

Talking Head

Boring Delivery

Too slow, monotone, reading script, no passion...

Unreadable screen

Screen capture image too small, complex screen - user loses way

If you can check any of the above boxes - rethink, redesign, reinvent!
Q&A

Laurie Burruss
Sr Director of Education
lynda.com
laurie@lynda.com
Sneak Peeks

70 - 75 Business Skills Courses 2014
<table>
<thead>
<tr>
<th></th>
<th>Leadership &amp; Management (20+)</th>
<th>Communication (10)</th>
<th>Project Management (8+)</th>
<th>Small Business</th>
<th>New Areas</th>
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</table>
| Q1                        | • Performance Review Fundamentals  
• Leading with Stories  
• Delivering Employee Feedback  
| • Business Writing Fundamentals | • Preventing Scope Creep  
• Managing Project Teams | | | • Customer Service Fundamentals |
| Q2                        | • Building Trust  
• Managing Your Manager | • Writing Emails  
• Presentation Fundamentals  
| • Managing Project Budgets  
• Managing Project Change | • Small Business Secrets Weekly Series | | | • Accounting Fundamentals |
| Q3                        | • Onboarding New Hires  
• Building High Performance Teams  
• Executive Leadership Fundamentals  
• Developing Your Leadership Philosophy  
• Developing Political Savvy  
| • Writing Recommendations  
• Writing Business Reports | • Managing Project Risk  
• Managing Project Communication | • Entrepreneurship Fundamentals | | • Accounting Fundamentals |
| Q4                        | • Managing Diversity  
• Holding Skip Level Meetings  
| • Grammar Fundamentals  
• Corporate Communication Fundamentals  
• Developing Executive Presence | • Managing Project Quality  
• Managing Project Procurements | | | • HR Fundamentals  
• Operations Management Fundamentals |
Education

Education Course Landing Page for Instructional Designers & Faculty

http://www.lynda.com/Education-training-tutorials/1792-0.html

http://www.lynda.com/Instructional-Design-training-tutorials/1796-0.html
IT

IT Course Landing Page for fundamental IT skills and practice for certification exams.

http://www.lynda.com/IT-training-tutorials/2057-0.html

http://www.lynda.com/articles/new-segment-it-training
**NEW**
LDC courses mapped to skills

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**lynda.com Professional Development Competency Mappings**

*Last updated with courses on 7/30. Document will update monthly with new titles.*

Prepared: C3 2014 by Kaithe Sweeney, Content Manager, Professional Development, Leadership & Management

Please send feedback about courses or mappings to: ksweeney@lynda.com

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<thead>
<tr>
<th>Tab</th>
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<tr>
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<td>Intro to Competency Mapping</td>
<td>completed</td>
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<tr>
<td>2</td>
<td>Lominger Competency Mapping</td>
<td>completed</td>
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<td>3</td>
<td>DDI Competency Mapping</td>
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<td>4</td>
<td>Federal Sr. ECO Competency Mapping</td>
<td>completed</td>
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<tr>
<td>5</td>
<td>Australian Qualification Framework Competency Mapping</td>
<td>(to be completed)</td>
</tr>
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About this project: In C2 of 2014, Kaithe mapped our 100 existing English business skills courses to job levels within an enterprise and popular human resources competency models, including key players Lominger and DDI. Enterprise clients commonly adopt assessment instruments and competency models to assess skill gaps and analyze role and job performance of employees, and they look to a combination of internal and external training to help employees meet skill gaps. This project is now shared within the company to determine next steps in how to leverage and monetize this type of curation with global sales initiatives for enterprise clients. This document is the back end of what we ultimately see as branded PDFs for each competency model, building blocks for sales reps to do one-off competency mappings, curated enterprise playlists, and ultimately enterprise product integration. “Content will update this document monthly or quarterly depending on release volume.”
lynda.com is now a Project Management Institute Registered Education Provider (R.E.P.)
http://www.lynda.com/pmi

Approval for 50+ of our business courses to qualify as contact hours for those aspiring to PMI certifications and as professional development units for current PMPs

Keep Your PMP Current: Category A PDUs
Subscribe to the following playlist:
http://www.lynda.com/SharedPlaylist/0d4b5f81ec954670bd4ad239335e01b
Why learn HTML?

Every webpage you look at is written in a language called HTML. You can think of HTML as the skeleton that gives every webpage structure. In this course, we'll use HTML to add paragraphs, headings, images and links to a webpage.

In the editor to the right, there's a tab called `test.html`. This is the file we'll type our HTML into. See the code with the `<>`? That's HTML! Like any language, it has its own special syntax (rules for communicating).

When we press Save & Submit Code, the results tab will act like an Internet browser (e.g. Chrome, Firefox, Internet Explorer). A browser's job is to transform the code in `test.html` into a recognizable webpage! It knows how to lay out the page by following the HTML syntax.

Instructions

01. To the right, we have a `test.html` file.
02. Change the text on line 2 (the bit between `<strong>` and `</strong>`) to anything you like!
03. Hit Save & Submit Code, and you'll see how the `test.html` file would look in a browser. Did you see that? The

`in-line text editor for code : trial & error`