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By Christoforos Pappas

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8 Important Reasons Why YouTube Should Be Part Of Your eLearning Course

YouTube is not only the kingdom of digital entertainment but it can also be a great environment for learning. In this article, I'll share 8 important reasons why you should use YouTube in eLearning and I'll explain how making it part of your eLearning course can truly benefit your eLearning audience.



Why YouTube Should Be Part Of Your eLearning Course

You know already that [eLearning videos](#) can be a very powerful learning tool, as they add a dynamic element to your eLearning courses, improve knowledge transfer, demonstrate complex procedures, and help explain difficult topics. They can also be particularly entertaining and re-watched as many times as your learners wish. This is why the video-sharing website YouTube can provide unlimited opportunities to enhance your eLearning course by not only using the countless videos you can find there, but also creating your own to help your audience achieve their [learning goals](#) and [objectives](#). The only thing you should pay attention to is ensuring that the videos you are using are aligned with your expected learning outcomes and are appropriate for your [eLearning audience](#). In this article, I'll share 8 reasons why you should use [YouTube in eLearning](#), so that you can make sure that including it in your eLearning course can truly enhance your audience's eLearning experience.

1. It is really easy to integrate.

Adding YouTube videos to your eLearning course is an easy task, due to the variety of [authoring tools](#) and [learning management systems](#) out there. You can use YouTube videos to introduce a topic, explain an online activity, [motivate](#) your learners, or

AS you have probably seen for yourself, everyone has a voice in YouTube. Using it as a [social learning platform](#) offers you the opportunity to build a strong eLearning community where everyone can comment, contribute, and share their opinions and ideas.

3. It generates and promotes online discussion.

eLearning videos are particularly effective facilitators for analysis. After viewing a YouTube video, you can encourage online discussion by asking your learners to add their personal insights: What did they like about the video? Was there anything they didn't understand? How did the eLearning video relate to their personal experiences and feelings? You can also ask them to share other YouTube video references to extend [online discussions](#), as video enhanced eLearning courses increase interest and [engagement](#) levels by presenting different perspectives.

4. It is ideal for mobile learning.

Uploading eLearning content to YouTube makes it available throughout the YouTube network, which means that your learners can access it and view it on the go via their smartphones and tablets, devices used in [mobile learning](#). It doesn't matter how small the screen is; you can use YouTube as a platform for not only searching online video resources, but also sharing presentations, and inviting your learners to take an active part through their commenting.

5. It allows for microlearning.

How about short, effective instructional videos on YouTube? Using videos for [microlearning](#) ensures that complex procedures and demonstrations of specific skills are delivered in small quantities, which [enhances knowledge retention](#). Furthermore, because YouTube is available on all devices and allows your learners to watch longer eLearning videos in short segments, your audience can watch the videos whenever they like and take their own time to absorb the information being offered.

6. It encourages the development of note-taking skills.

Note-taking skills are important both for students and employees, as the ability to analyze information and focus on important points helps dealing with the information overload of the modern world. [Using YouTube videos](#) as part of your eLearning course encourages your audience to develop their note-taking skills by viewing, rewinding, and replaying the YouTube video material until they have fully grasped its essence and key points. You can even create online assignments based on this, for instance by asking your learners to describe in a few words what they have just seen on a video in a specific time frame.

7. It enhances comprehension of complex concepts.

Certain subjects can be difficult to explain; using YouTube as a virtual library to

audience through a process via a video clip can be truly effective. Visual contexts help learners to easily acquire and retain knowledge, as well as develop specific skill sets, as demonstration is the most effective way to get a message across.

8. It allows learners to make their own YouTube videos.

Finally, asking your learners to be involved in a video production, as part of an online group assignment, will help them not only ensure that they can use the important information they have learned, but also develop and enhance their visual literacy and [creativity](#). Consider providing them with clear guidelines to know exactly what is expected of them, as well as the necessary tools and resources. You can also use their YouTube videos to encourage [feedback](#) exchange among your learners, which promotes discussion and boosts knowledge retention.

Now that you know why you should use YouTube in eLearning and make it part of your learning course, you may be interested in learning how to create your own high quality eLearning videos to post on YouTube. Read the article [Producing High Quality eLearning Videos: The Ultimate Guide](#) and learn all the tips and tricks you need to know from each stage of eLearning video production, in order to successfully deliver one of the most powerful communication media to your audience.

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By Patti Shank, PhD

September 23, 2017

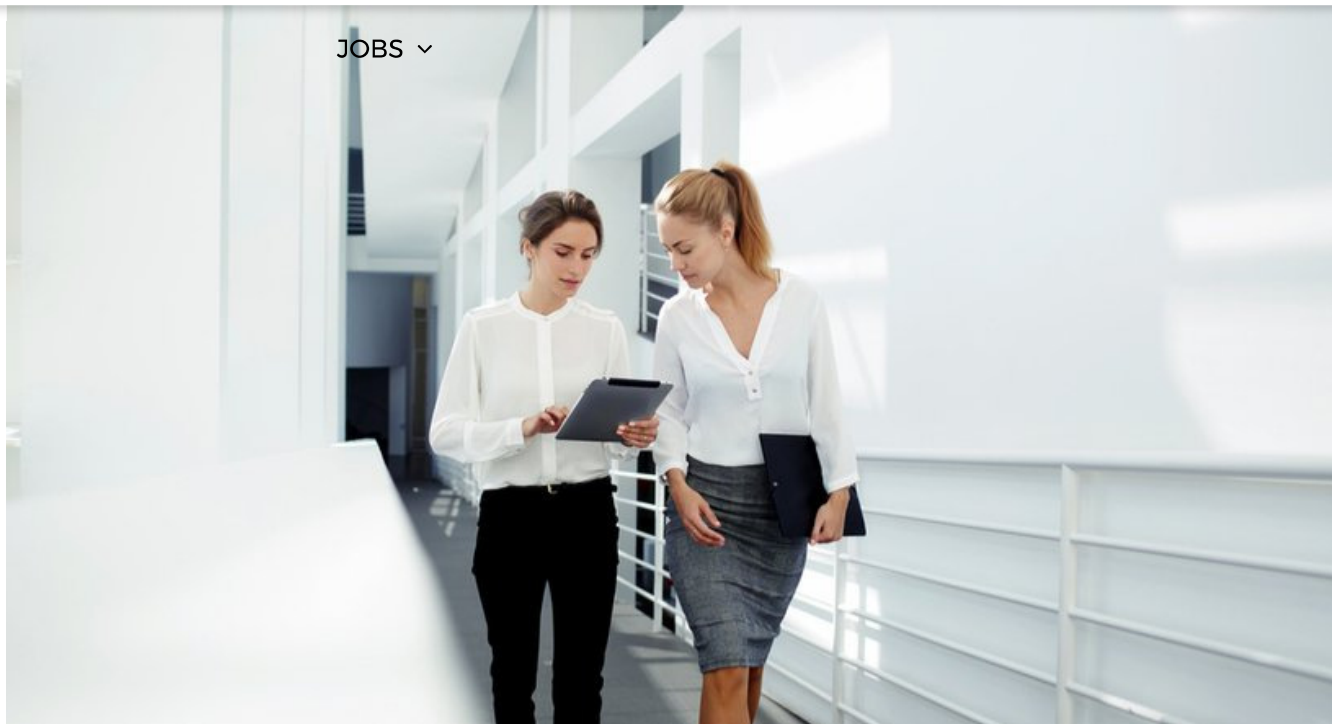


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CORPORATE E-LEARNING

Realistic Training: How Realistic Should Training Be? (Part 1)

In this month's article, I'll discuss what research tells us about the nature of realistic training.



Discussing The Nature Of Realistic Training

Ruthie, an eLearning freelancer, is working with a new client to design training on buzzed driving. Buzzed driving means driving with a blood alcohol concentration (BAC) technically under the legal limit but still dangerous. She and the client have agreed to use interactive scenarios for most of the training. Participants will work through stories involving people who drink in a variety of situations (parties, work events, family gatherings, and so on).

Ruthie has developed some scenarios but she has 2 questions she wants to answer from learning research before she starts building the training:

1. How much realism should her scenarios involve? (Look and feel, situations, and so forth)
2. Should feedback come primarily from the consequences of the actions people take in the scenario or from learning feedback (for example, an outside voice or guide who explains what the participant did wrong)?

doesn't happen easily. But luckily, there are ways we can design for better transfer. And realism can figure into better transfer.

I'll answer most of question one in this article and next month I'll discuss a few extra parts of answer one and answer question two. I think you'll agree that the applications are fascinating and able to be put into action right away.

Is Realism Important?

Training research shows that it is easier for people to more actively engage with training when they see specific purposes for the challenges of learning, practicing, using feedback to improve, and applying what they learn. Relevance creates an environment for training to transfer to the workplace, which is ordinarily a difficult process. Relevance, it so happens is the real "engagement". People find training relevant when it:

1. Obviously connects to work tasks.
2. Helps them with real work challenges.
3. Teaches them to avoid and fix errors.
4. Helps them improve existing and needed work skills.
5. Is at the right level (matches what they already know and can do).

The most obvious implication of relevance is that we need to understand the work people do, their challenges, typical errors, and skill challenges to meet their training needs.

Learning is cumulative and builds on what people already know. We must take differences in what people know and can do into account in training. When Ruthie builds training she will likely want to build slightly different scenarios for people who have had a DWI or DUI (driving while impaired or driving under the influence) and people who haven't. Different levels of prior knowledge and skills often mean different training needs. For example, people who have never had a DUI or DWI may not know the difference, but people who have dealt with one usually do. So, the starting points are different. Ruthie will need to determine the differences in needs and figure out how these differences should affect the scenarios.

Research shows that memory is quite context sensitive and we remember context along

instruction. People remember knowledge and skills in the context they use them better than they remember them without context. But what kinds of contexts are important? We'll discuss that next.

Realism... What Is It Exactly?

When I explain the need for realism during training, people often ask if training should look, act, and feel exactly like the job. And they are surprised when my answer is this: Typically, no. We don't want to add all possible realism elements. Just ones that most matter on the job. We're talking about a specific term: Fidelity.

Fidelity (as we are using it here) means how much training matches critical elements of the job environment. The table below shows different elements of fidelity and describes what they mean:

Elements	Description
Physical	How much training looks, sounds, and feels like the job
Functional	How much training acts like the job (generally used for how things work, such as tools and systems)
Cognitive	How much training requires people to think like they will think on the job
Psychological	How much training induces similar emotional responses as on the job, such as time pressure, stress, or conflict
Physiological	How much training induces similar emotional responses as on the job, such as time pressure, stress, or conflict

Many training developers feel like training should look like the actual training environment (physical fidelity). So, they may spend a lot of effort making sure screens look like realistic office buildings, with typical office people. But doing this can be time consuming and participants may be drawn away from the task at hand while noticing shiny objects and the hair styles of the people onscreen.

The question is this: Which types of fidelity are beneficial in training and which aren't? The answer is clear but not simple: **The type(s) of fidelity most beneficial for learning**

We shouldn't add other types to for more realism because those added realistic elements can be distracting to the senses. Overwhelming sensory information makes it harder to learn. So, fidelity is good when appropriate and problematic if distracting. Well, wait. If dealing with distractions is part of the learning objective, add the appropriate distractions in. And if the person is new to the task, start without distractions and slowly add them in.

Ready to think this through? Below are 2 learning objectives for the third lesson in Ruthie's buzzed driving training:

- While sober, make a list of at least 5 reasons not to drink and drive.
- Plan a minimum of 2 safe ways to get home before deciding to drink.

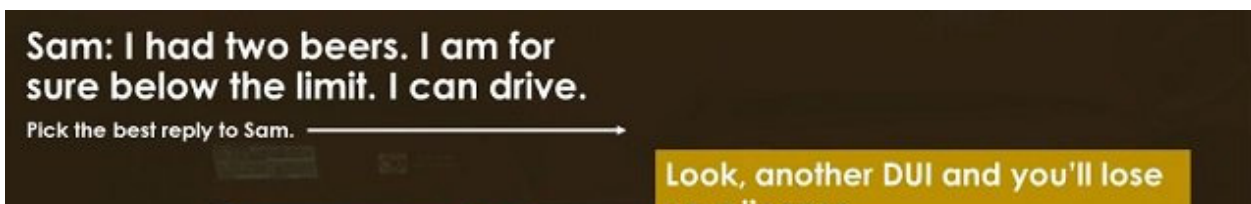
Which type(s) of fidelity is/are most critical to the learning objectives above? [Please put your hand over the shaded answer and write down your answers before continuing. You will learn more by thinking through this issue than reading the answer before thinking it through!]

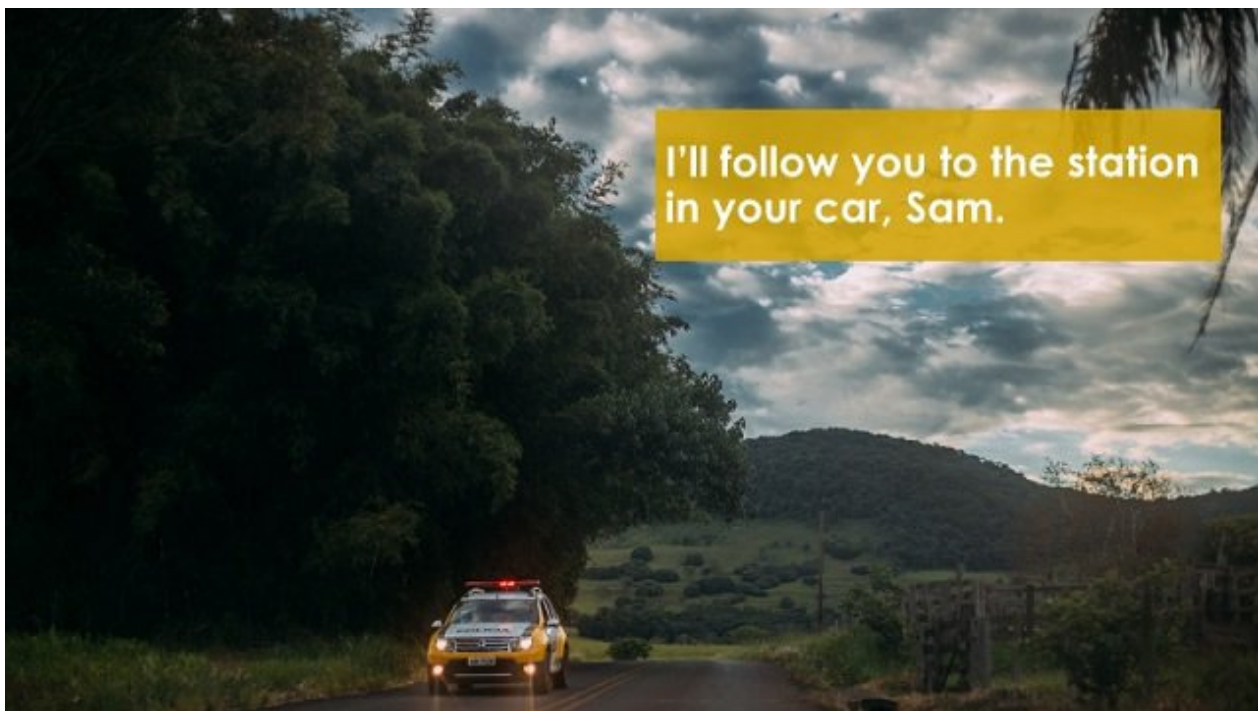
Patti's answer:

The types of fidelity I think are most important are cognitive fidelity and psychological fidelity. Physical fidelity is not important because how the scene looks is not at issue. Cognitive fidelity is critical because the most important issue is thinking through reasons and what to do. Psychological fidelity is also important because creating tension over having good reasons and ways to get home can be helpful.

How does my answer match with yours? Did you have different assumptions that led to different answers?

I thought you might enjoy seeing 2 examples of buzzed driving scenario scenes from my upcoming book, Practice and Feedback for Deeper Learning:





So, why the visually realistic scenes if cognitive and psychological fidelity are most needed? They are dark and add tension without getting caught up in visual details. The police car lights in the second scene make it clear that Sam was caught, but yeah, the scenes would have worked without visuals. Like most developers, I can get carried away with visuals. ;)

Which type(s) of fidelity do you think is/are most critical to these learning objectives? I'll share my answers next month.

Learning objective	Types of fidelity needed?
Replace paper in the XYZ-type copier.	
Fix a paper jam in the XYZ-type copier.	

Give a colleague constructive feedback on his report.	
Create the correct code for each medical diagnosis.	

If you have questions, ask away. Or start a discussion on Twitter by posting to [@pattishank](#) and [@elearnindustry](#). See you soon!

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