

Integrating Online Multimedia into College Course and Classroom: With Application to the Social Sciences

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Abstract

Description centers on an approach for efficiently incorporating online media resources into course and classroom. Consideration is given to pedagogical rationale, types of media, locating programs and clips, content retrieval and delivery, copyright issues, and typical problems experienced by instructors and students using online resources. In addition, selected media-relevant websites appropriate to the social sciences along with samples of digital materials gleaned from these sites are listed and discussed.

Keywords: video, audio, media, syllabus, documentaries, Internet, YouTube, PBS

Introduction

Multimedia resources can markedly augment learning content by virtue of generating vivid and complex mental imagery. Indeed, instruction dependent on voice lecture and reading assignments alone often produces an overly abstract treatment of subject matter, making course concepts difficult to understand, especially for those most inclined toward concrete thinking. Multimedia can provide compelling, tangible applications that help breakdown classroom walls and expose students to the external world. It can also enhance learning comprehension by employing mixes of sights and sounds that appeal to variable learning styles and preferences. Quality materials, in all, can help enliven a class by making subject matter more relevant, experiential, and ultimately, more intellectually accessible.

Until recently, nonetheless, film and other forms of media were difficult to exploit. They had to be located, ordered, and physically procured well in advance either through purchase, library loan, or broadcast dubbing. In-class exhibition of full-length programs probably was not the best use of class time, and tended to be clumsy, given reliance on assorted operating devices. The alternative, placing them on reserve in the library, required foresight, time, and effort, and involved students going there and often competing for scarce copies of assigned materials. In short, the employment of media resources in college courses was frequently costly, sometimes criminal (re copyright violation), and certainly burdensome and time-consuming.

Instructors today, however, face much different circumstances in light of the recent explosion in the production and distribution of online media, coupled with rapidly expanding bandwidth capacity (Jacobson, 2008). They now can have immediate access to a wide assortment of quality materials, which in turn, can be efficiently delivered to students. Media clips can be easily integrated into class presentations, while lengthy programs can be examined by students on their own time and at their own pace. Instructionally-rich digital resources, available at no cost to faculty or students, also are employable at virtually no risk of copyright infringement.

Course-relevant media range from drawings, graphs, animations, photo images, and interactive resources, to music recordings, audio, and video, but treatment in this article will center on those which the author most recently began integrating into his sociology courses a few years ago—online audio and video. Unable to find much help in the literature when starting this process, he discovered how to work

with them largely through trial and error. This article draws from that experience and provides information and advice intended to assist those interested in using online multimedia in their courses, but who have yet to go down that learning pathway.

A viable Web-based approach requires the existence of a critical mass of quality online resources from which relevant programs and clips can be selected. About a year ago, the author began to list websites that allowed direct access to either video or audio materials appearing appropriate to course offerings in the social sciences, and new or just-discovered websites have since been added on a continual basis (see Appendix E). Most on this list produce their own media, while the balance allows subscribers to upload copies of their own media or that from other sites. Suffice it to say that the reservoir of freely available digital resources appropriate to instruction in sociology and related disciplines is already vast, expanding at a rapid rate, and heterogeneous in composition.

Pedagogical Functions

Quality online multimedia can help to promote any number of pedagogical objectives, ranging from sparking student interest in subject matter to possibly encouraging intergroup respect and appreciation. However, their most critical function in terms of cognitive learning appears to lie in their capacity to serve as representational applications for key course ideas. Whether in the form of news story, movie clip, interview, or documentary, information and illustrations afforded by media are particularly valuable in helping students acquire the initial mental imagery essential for conceptual understanding. Such resources are therefore likely to have greatest teaching value in those courses providing first exposure to a discipline. (Consider, e.g., how the following CNN clip might enhance introductory sociology students' understanding of "role conflict": [socioconcepts](#) (2009, March 5).

Although concept illustration has seen the most common use in the author's courses, media resources have also proven of value for analysis and criticism. Analysis can range from the simple to complex. Instructors might merely ask students for an interpretation of what they have seen or heard, or to ponder relevant implications. Video and audio can also be examined through complex, intensive strategies for purposes of establishing patterns, relationships, and trends. Moreover, analysis can be extended and elaborated by requiring students to approach materials as the subject of criticism. While instructors should repeatedly remind students that media must always be regarded with skepticism, explicitly critical examination of such truth-asserting productions as news reports and documentaries can serve to encourage intellectual depth and aggressiveness, in addition to improving subject matter comprehension. No doubt, this function will grow in prominence as academics become increasingly interested in heightening media literacy among students (Daley, 2003).

In addition to facilitating concept illustration, analysis, and criticism, media clips can also have quite practical value in initiating classes. Their employment as "icebreakers" can be especially effective in large sections where students are reluctant to relate to each other, much less instructors. Used regularly, they can serve as an ongoing ritual, notifying students that the class is beginning, as well as serving to draw them into the topic at hand. Icebreakers appear to work best when they are brief and employ humor or irony (for clips used recently to good effect, see [Yard Fitness](#) (2001) and [Onion News Network](#) (2009).

Online digital media can be productively employed outside the classroom, as well as inside it. Indeed, in all likelihood, most instructors will prefer that their students examine longer clips and full-length programs online on their own time, although in given circumstances they might want the class to collectively watch or listen to particular materials regardless of length. The author has adopted the electronic course syllabus for the out-of-class delivery of multimedia. Online video and audio are simply linked to the syllabus via hypertext in order to substantially augment text readings and classroom presentations.

A week of assignments from the author's introductory sociology course is outlined in Figure 1. Supplementing the required text chapter assignment on socialization for February 9 is a "for your information" video segment on personality differences between liberals and conservatives. (Note this resource is treated as optional, given that it came to the instructor's attention after the semester began and the publication of the initial syllabus.) For February 11, two videos are assigned which require students to address issues related to quite different types of socialization. The first relates to the Internet and social media such as *Facebook*, and asks students various questions about their involvement with them. The second looks at African boys abducted and forced to kill as soldiers and their problematic

return to families and communities. Finally, two video assignments and an audio assignment for February 13 ask students to consider how otherwise decent people can violate important cultural norms, despite previous socialization to the contrary.

<u>Feb 9</u>	
Topic:	Socialization: Self and Society
<u>Text Assignment:</u>	Thompson & Hickey - Chapter 4
For Your Information:	"Jonathan Haidt: The Real Difference between Liberals and Conservatives" http://www.ted.com/index.php/talks/jonathan_haidt_on_the_moral_mind.html
<u>Feb 11</u>	
Topic:	Developmental Socialization / Resocialization
<u>Video Assignments:</u>	"Growing Up Online" http://www.pbs.org/wgbh/pages/frontline/kidsonline/ To what extent and in what ways is the Internet important in the lives of youth today? Is participation in social networking websites sites such as <i>MySpace</i> and <i>Facebook</i> problematical for youth and their parents? How does it possibly shape and confound identity? Do you have a page or pages on a website? To what extent do they reflect the "real" you? Have/has your parents/parent seen your site? If so, what was their reaction? If not, why haven't you shown it to them? "Lord's Children" http://www.pbs.org/wnet/wideangle/episodes/lords-children/video-full-episode/2188/ Who are the "lord's children"—i.e., where are they from, how do they come to be, what are they forced to do, what impact does becoming one have on them? How are they commonly treated by family members when they escape? Describe efforts to resocialize them. Generally, how effective are such efforts?
<u>Feb 13</u>	
Topic:	Socialization, Role, and Identity
<u>Video Assignments:</u>	"U.S. Interrogator Talks Openly About Abu Ghraib 25 Oct 2006" http://www.youtube.com/watch?v=bTeE1ykArBU "Good, Bad, and Ugly" http://video.nytimes.com/video/2007/04/02/science/1194817098443/good-bad-and-ugly.html?scp=1&sq=zimbardo&st=cse Why do decent people sometimes do bad things? Compare and contrast Zimbardo's experiment with the case of Abu Ghraib. Consider the extent to which we "become" our roles. How likely are we to identify with the roles we play, no matter how disagreeable they might personally seem to us at first glance? In watching these videos, consider the following questions: 1. How did those (soldiers and students) who served as guards generally come to behave? 2. For what purposes were prisoners subjected to abusive treatment by guards? 3. Why did the guards engage in such behavior? 4. Do you think that you could have personally resisted becoming fully absorbed in either role? 5. What lessons about human behavior can we learn from these two video clips?
<u>Audio Assignment:</u>	"RadioLab: Morality" http://www.wnyc.org/flashplayer/player.html#/play/%2Fstream%2Fxfspf%2F54698 What makes some of us more "moral" than others? From where does our sense of morality originate? Are humans the only species concerned with moral issues?

Figure 1. Week Four Assignments for SOC 1013 Class

The point of displaying this page is to show how a body of media can be efficiently transmitted and proposed to students. Such resources in turn should help them better understand important course ideas by stimulating learning at both cognitive and emotional levels. Moreover, the electronic syllabus as delivery vehicle allows students to examine linked course content on their own, thus allowing them to view and review at their leisure and preserving scarce class time for other forms of instruction (see Snelson, 2008, for additional online video applications beyond those discussed here).

Types of Media Content

Diverse video and audio resources are currently accessible through the Internet (see Table 1.). While the benefits of video are obvious, audio is also a very instructive, although underused, learning resource.

Many radio series provide excellent content which could be productively employed in courses (e.g., *American RadioWorks*, *The Diane Rehm Show*, and *This American Life*). Quality audio programs and clips evoke rich mental imagery, and are more portable than video in light of the widespread ownership of iPods and mp3 players. They are also easier to locate, given their large concentration at a single site, NPR, and the relatively small universe of audio-programming producers and distributors.

Although media content can be arbitrarily categorized as “informational” or “entertainment,” many are not clearly one or the other, and this is no more apparent than in such “edutainment” programs as ABC's *20/20* and NBC's *60 Minutes*. However, the point of this distinction is not only to suggest a difference in content based on relative emphasis, but also to underline the fact that media considered to be entertainment can also have significant educational value. Popular movies and television programs, for example, may themselves be the focus of study, serving as data for analysis and critical evaluation. Likewise, clips from these productions may be helpful for illustrating key course ideas.

In outlining the many different types of video and audio content that could be applied to a given course topic, consider how social issues, either contemporary or historical, might be approached. First, issue treatment obviously would be enhanced by news footage, and such evidence is likely available somewhere on the Web if relevant events occurred within the past 80 to 100 years. Issue-related speeches by historically relevant figures and recorded interviews with them, their biographers, or other historians could likewise heighten understanding. Current news stories could be effectively used to demonstrate and reinforce the relevance of course learning to the outside world and present or past social issues. Likewise, documentaries should have great value for deriving a broader understanding of issues since they often provide substantial background and tend to consider issues within the context of linked events, rather than as isolated news stories. Instruction about given issues could also be importantly supplemented through lectures and courses provided by professors located in cyberspace. Finally, point-of-view media authored by advocacy organizations could be of great value. Treatment of an issue such as animal rights, for example, certainly would be enhanced by observing PETA messages, just as any study of the U.S. political economy would be profitably informed by media from left, right, and libertarian perspectives (see *Democracy Now!*, *CNS News*, and *reason.tv*, respectively).

Table 1. Types of Online Video and Audio Content with Examples

Content Type	Video	Audio
Event Footage	September 11 television archive	Army/McCarthy hearings
News Stories		
Brief	Obama blasts bankers for bonuses	Battle for Iwo Jima
Long	Obama's pick...linked to abuse...	Laid-off men... family dynamics
News Magazines		
Brief Stories	Severed in half by train	Focus on the border fence
Compilations	What Would You Do?	Diagnosis
Documentaries		
Brief	Skateistan	Whyman Richards: Iceberg wrangler
Long	The released	Witness to an execution
Clips	Black/white infant health	Segregation study questions
Collections	Learn how to be a teen in 1950	Deception
Point-of-View	Stolen for fashion	Limbaugh: "...wants...to fail..."
Speeches	Martin Luther King: I have a dream	R.F. Kennedy on the death of MLK

Interviews	George Carlin by Charlie Rose	Singer: Robotics revolutionizes war
Panels	Hate groups in the U.S.	Gays in the military
Presentations		
Brief	Jordan pictures shocking facts	White: Food, diet, & sustainability
Long	Venkatesh: Gang leader for day	Vinson: Caste in Mexico
Courses		
Lectures	Evolution, emotion, and reason: Love	Lecture 6: Eddie Zheng - Thoughts...
Classes	Introduction to psychology	Geography 20: Globalization
Comedy	Prague's Franz Kafka International...	Lenny Bruce comes clean
Commercials	Boston Bruins: Date	Alka Seltzer: plop, plop...
Web Programs		
Full-Length	Star trek: The original series	Amos and Andy
Clips	The office: 2 minute replays	The Shadow: Who knows...?
Webisodes	Web therapy: Psycho analysis	Man of the people
Movies		
Full-Length	Atanarjuat: The fast runner	
Clips	Five easy pieces diner scene	"Who's on first?"
Books	Where's Jamela?	Ten days in a mad house

Sources for Video

Course-relevant video materials, unlike audio, are not altogether simple to locate on the Internet. Directories can be helpful for identifying sources (see e.g., Anderson, 2009, and Appendix E at the end of this article), but there is no primary distribution website nor encyclopedic indexing / annotation service that would enable instructors to easily find and assess the relevance of programs and clips. Rather, the task of locating quality video requires considerable instructor initiative and effort. In fact, even searches at specific Web locations do not always bring materials actually there to the surface, given the labyrinthian nature of some website structures.

To begin locating usable video, consider the employment of a search engine / aggregator (see Appendix A), of which OVGuide, VideoSurf, and CastTV are the more serviceable. The major strength of OVGuide is its ability to find programming and clips across media-producer websites, which it also categorizes by theme and then rates by user preference (see OVGuide documentaries). VideoSurf is particularly helpful for turning up videos from user-generated sites, such as YouTube, and also has the unique feature of breaking clips down into segments. CastTV, like VideoSurf, finds videos from user-generated sites, but its singular strength is that it also aggregates virtually all online available television programming (for an informative discussion about various video search engines, see De Avila, 2008).

User-generated / sharing sites should next be searched as this will provide more focused lists of materials located within those sites (see Appendix B). Most videos at these sites are either made by users themselves or copied by users from various media production sources. YouTube is of course the most comprehensive and popular of this genre. Video identification hinges primarily on contributors creating key-word descriptors or "tags" for their submissions (see Carvin, 2008), and currently, YouTube has about 8,000 videos tagged with the term "sociology" and over 30,000 with "psychology." Nonetheless, videos on topics relevant to a discipline may be unevenly available. For example,

"ethnocentrism" and "role conflict" are both central concepts in sociology, but if one wanted to link a clip to a treatment of the former, over 130 would appear from which to select, but for the latter only one would surface (searched May 27, 2009).

Importantly, instructors should identify, visit, and then revisit those websites which consistently provide serviceable materials for their teaching areas. Noteworthy for most instructors in social science disciplines will likely be those offering quality documentary films (e.g., [Babelgum](#), [FactualTV](#), [Joost](#), [National Geographic](#), [Sprword](#), and [PBS](#)). PBS contains an especially rich lode of documentary series with many having large archives amassed over time (e.g., [Frontline](#) and [NOW](#)). Also, despite the fact that many of its films remain limited to DVD purchase, PBS often provides clips taken from them along with additional clips that do not appear in marketed titles (e.g., see [Unnatural Causes](#)). Instructors should moreover note that visits to sites of specific PBS affiliates can be worthwhile since local stations may promote access to programming (e.g., [Torturing Democracy](#) featured at [WNET](#)) which the mother network has not broadcast (see Jensen, 2008) nor posted on its website.

Instructors interested in conveying historical information or engaging in criticism of historical media must become familiar with the [Internet Archive](#), the major website holding public domain multimedia. Materials available there, generally recent non-copyrighted or Creative Commons works, and older audios and videos for which copyright has expired, are diverse, and include sizeable collections of animated cartoons (N=1,000+), cultural and academic films (800+), and news and public affairs videos (9,000+), among others.

Supplemental instruction on course topics may be found at various sites offering online presentations, lectures, and courses (for a discussion on the background of this development, see Edmonds, 2008). Although online lectures and courses have been offered for some time by various individual universities, (e.g., [webcasts.berkeley](#)), they have been recently brought together under a single website umbrella (see [Academic Earth](#)). A wealth of podcasts for courses, lectures, and other educational materials made available through subscribing universities also can be accessed via [iTunes University](#). More recently, YouTube has created [YouTube EDU](#), a channel comprised largely of course lecture videos listed by producing university. Many instructors, as well, will find several websites valuable as sources of thought-provoking presentations and expert commentary on timely topics: [Big Think](#), [FORA.tv](#), [TED Talks](#), and [WGBH Forum](#). Among these, the latter in particular stands out in light of repository size, breadth of coverage, and navigable structure.

Periodic browsing through the multimedia sections of news websites (e.g., [ABC News](#), [CBS News](#), [PBS Online NewsHour](#), [New York Times](#), and [U.S. News and World Report](#)) can also turn up usable resources. In addition to posting standard news stories, ABC News has been prominent among such sites by also offering programs that address a number of intriguing questions about culture and behavior (see, e.g., Primetime's [What Would You Do?](#)), although not always conforming to the canons of scientific research in doing so. Instructors should as well note that as an alternative to mainstream news, they can find competing world views represented in stories provided at such sites as [Al Jazeera](#), [CNS News](#), [Democracy Now!](#), [Real News Network](#), and [reason.tv](#).

A significant amount of television entertainment is available on the Internet, and some of it can be put to good instructional use. Virtually every network television site now includes online viewing for many of its more popular programs and classics (see Appendix E). Some networks also have begun to segment shows into clips, capturing noteworthy scenes, which in turn may be easily linked to lectures (e.g., see NBC's "two minute replays" from [The Office](#)). The Internet, as well, has fostered the rapid growth of short television-like serials of various kinds made specifically for online distribution. These "webisodes" could no doubt have wide course application in light of their common appeal to college youth and their relatively brief, self-contained presentation (see, e.g., [Quarterlife](#)). Some offer an independent source of production aimed at niche audiences (e.g., [Bitter Lawyer](#)), while others are spin-offs from popular television series (e.g., [Blackmail](#)).

Television-site browsing is also advised for instructors interested in incorporating icebreakers into their classes. Staples for political satire include Comedy Central's [Colbert Report](#) and [Daily Show](#). [Saturday Night Live](#) likewise should be monitored, as should its racier "Digital Shorts" collection. The Web-based [Onion News Network](#) includes humorous clips about current issues that also will likely resonate with students. Good icebreaker material furthermore can be found at various television ad sites, whether

providing actual advertisements (e.g., [Ads of the World](#)) or parodies (e.g., [Saturday Night Live](#)).

Commercial movies have become increasingly available on the Internet, and many of these have instructional utility. While students should be warned about downloading pirated resources from peer-to-peer (P2P) sites, legitimate websites have recently emerged offering significant inventories of free streamed blockbuster-type films (see, e.g., [Hulu](#) and [Joost](#)). Of note, as well, is the growing number of sites serving as portals for the delivery of quality full-length videos or shorts produced by independent filmmakers (e.g., see [Isuma.tv](#), specializing in works produced by and about indigenous people, and [Media That Matters](#), showcasing award-winning shorts on significant social issues).

Rather than accessing entire commercial movies, however, most instructors will probably be more interested in employing brief movie segments. Integrated into class presentations, clips can be particularly effective for illustrating course concepts and principles. Web locations for clips from given films can be easily identified through search engines such as [VideoSurf](#), although many instructors may prefer to simply first visit [YouTube](#), the preeminent site hosting clips from virtually every movie that has enjoyed popularity.

In recent years, media producers have made much more of their own programming available at their websites, and they are also trying to reach viewers in novel ways. One vehicle has been the creation of sites offering several different video genre. For example, [Hulu](#), an NBC/FOX collaboration, provides webisodes and regular television programming, along with movies and clips. The employment of user-generated video for network content is still another innovation. For example, CNN's *iReport* asks amateur videographers to contribute their own news footage to the website with the understanding that some will be selected to air on CNN newscasts. Perhaps the most significant development among media producing companies, however, is the growing practice of directly contributing programs to video-sharing sites, particularly to YouTube (e.g., see channels for the [Associated Press](#), [Journeyman Pictures](#), and [Media Education Foundation](#)). Providing a centralized body of media resources, such channels make search activity less time consuming and also give certain options to users not available at mother sites (see later discussion about the altered-link technique for YouTube videos).

Finally, instructors should become familiar with services that give notification of upcoming programs and recently posted clips. At many media-producing and video-sharing websites, links to such technologies as RSS feeds can be established on users' personalized homepages provided by services such as Google, which will then announce when new materials become available. Many websites, including most news sites and PBS, also provide free subscriptions to daily or weekly e-mails that preview or post-view relevant programming (see, e.g., [New York Times Focus](#) (click on "see sample") and [PBS Newsletter](#)).

More efficient systems of finding materials, going well beyond simple tag referencing, will no doubt evolve as the demand for online multimedia grows. The question of how to collect and catalog Web-resources has indeed been of interest to academic librarians for some time (see Pitschmann, 2001), and their universities would seem to be relevant candidates to enlist in this process (see Stewart, 2009). Such assistance is not likely to be soon in coming, however, as librarians still appear to be in the talking stages of identification and retrieval system development. More immediately, those knowledgeable about media should be encouraged to engage in videoblogging, i.e., communicating online about relevant resources, and offering as well embedded videos and hyperlinked bibliographies to readers (for a list of current media-relevant videoblogs, see Appendix C; for excellent blogs covering multiple disciplines, see [Open Culture](#) and [Web-Based Video in Education](#); for one devoted to a significant sociology subfield, see [Racism Review](#)). Furthermore, Google announced in January, 2009, that it is no longer uploading user-contributed videos, but is building what it says will amount to the ultimate video search engine, one presumably able "...to find any video, at any time, from any site" (Paunikar, 2009). Short of this and other possible innovations being realized, nevertheless, interested instructors are advised to continue to browse websites proven to be fruitful (e.g., see Appendix E), sign-up for RSS feeds and newsletter subscriptions, and frequently communicate with media-savvy colleagues about new resources and how they might be employed.

Content Retrieval and Delivery

Once relevant materials are located, multimedia may be accessed from the Internet by means of either streaming or downloading. Although audio and video resources could be delivered to students in any number of conceivable ways, the author, as previously mentioned, has settled on two as most efficient:

(a) an electronic syllabus, and (b) presentation software either employed in the classroom or online by way of a course management system.

Streaming entails the playing of digital materials from the resource website, and therefore, requires a continuous Internet connection. Instructors provide students access to such multimedia by the use of hypertext links. (Linking involves copying the URL of the desired video or audio, and then pasting it to the syllabus page typed on Microsoft Word or the PowerPoint slide by way of hypertext. When the hypertext URL is clicked, the Internet page on which the media is located will replace the syllabus or PowerPoint slide on the screen, and then operation of the video or audio must be initiated by the user.) Most sites encourage linking by making video URLs especially easy to copy, and many also encourage embedding by providing HTML code that allows videos to be displayed directly within user Web pages (note: embedding is not possible in Word or Powerpoint).

Distinct advantages of streaming are its ease and simplicity (only requiring that a URL be linked via hypertext), and the avoidance of possible copyright infringement, given that no copy of the resource has been made. However, streaming affords little control over the media: it leaves exhibition to students, and often means that extraneous content, such as commercial messages, will be displayed along with the resource. Even more problematical perhaps is the fact that the video or audio will no longer be available should it disappear from the Web.

Downloading involves making a copy of the audio or video from its Internet source, and then saving it to computer drive. Relative to audio resources, listeners are often invited by website hosts to download by virtue of offering podcasts. Although most video websites do not discourage downloading by placing blocks on relevant software such as RealPlayer, neither do they commonly provide explicit indication that downloading is acceptable. No doubt, academic users will be sensitive to the prospect of copyright infringement by virtue of downloading. Yet, they should also be aware that the law does not preclude downloading and use under given circumstances (see next section).

Video materials that have been downloaded by either instructors or students do not require the maintenance of an Internet connection for display purposes. Instructors interested in integrating downloaded video to in-class or online presentations should note, however, that PowerPoint will accept only a few video formats, and thus, downloaded files may need to be converted to usable form (a task easily accomplished through video converter software). Converted videos then may be edited and displayed seamlessly within such presentations.

Presentation of video clips in class lectures can be effectively handled through streaming, through downloading, or through an altered link to PowerPoint if the clips are of YouTube origin. This altered link technique allows videos to directly appear within presentation slides (for instructions, see [maniactive \(2007, August 9\)](#)). Altering YouTube URLs can be done on the fly, and may be advisable in certain situations as it sidesteps the necessity of file conversion if original clips (i.e., pre-YouTube version) are not of compatible file format, minimizes total hard-drive or flash-drive memory requirements, and reduces potential risks of copyright violation. The primary downside is that clips will no longer appear in presentations should they disappear from YouTube.

Copyright Issues

Abundant online resources are in the public domain, but virtually all made in recent years by media-producing organizations are copyrighted. Employment of these materials should therefore be consistent with the law (see U.S. Code, 2007). If instructors are particularly anxious about the prospect of violating copyright, they should avoid downloading altogether by only linking media URLs to syllabus and course presentations via hypertext as this technique does not generally constitute infringement (American Library Association, 2006).

However, restriction to simple linking is not entirely necessary as instructors are afforded considerable leeway under the "fair use" clause of copyright law (Section 107 (U.S. Code, 2007)). That is, certain exceptions are granted to individuals who are involved in non-profit instruction by allowing them to copy or download and exhibit copyrighted materials under given conditions. On a practical basis, "fair use" hinges on the particular character, nature, extent, and purpose of use, and instructors who wish to download and employ copyrighted resources under it should consult relevant stipulations to determine if their use qualifies (see UT System, n.d.; see Center for Social Media, 2008, for discussion of "fair use")

relative to online video producers and users; also see [MediaEdLab](#) (2009, February 23), for an example of efforts to clarify "fair use" rights for media users via music video).

While determination of legitimate use may be ambiguous in certain circumstances, "fair use" does not appear to allow instructors or their colleges to display on password-protected class management systems, physically duplicated, digitized, or even purchased, full-length videos without authorization. However, many distributors are now offering digital licenses or closed-system streaming rights for such purposes along with sale of their videos, and these may be purchased for fairly nominal fee (e.g., [Media Education Foundation](#), grants rights for typically \$100 to \$200 per video for three years to the entire university). As another alternative to displaying resources in violation of copyright, instructors should also be mindful of the possibility that some copyright holders will grant free use upon request.

Issues and Problems in Employing Online Multimedia

Standards of Taste and Propriety

Obviously, employed media resources should be consistent with course subject matter and goals, and should be thoroughly previewed before displaying in class or through online syllabus. Common sense, coupled with college policy, community standards, and perceived student maturity, should inform judgments about exhibition suitability. Some media, otherwise instructionally valuable, may be regarded by some instructors as objectionable, and simply not worth the risk of student or third-party fall-out. Conversely, others might be favorably inclined to use the same edgy materials in light of overriding didactic value, particularly if they are teaching in more tolerant environments. Such instructors, nevertheless, might yet consider including a statement in their syllabus which would advise students about media content, and possibly serve to steer those who might be offended to sanitized course equivalents.

Student Resistance

Much has been made about the "millennials" and their strong attachment to digital technology and the Internet, and in fact, students do tend to be positive about the employment of multimedia both in and out of class. However, resistance does surface at times, most often centering on lack of access to technology and/or discomfort with using such technology. Adjustments to requirements about out-of-class media assignments may be needed in light of limited student access to PCs with high-speed online service, although these resources are generally available to students on most campuses today. Also, while many older students do feel threatened by technology, some younger ones as well lack relevant exposure and training. Therefore, in communicating with students, instructors should be sure to emphasize that being unfamiliar or uncomfortable with technology is not unusual, and that help will be extended to anyone encountering problems (for a good overview of the problematic nature of student use of these technologies, see Hawkins & Oblinger, 2006).

While technology may impose problems, experience has nonetheless shown that resistance to online media assignments is more likely to reflect low student motivation. Left alone, students are often not inclined to examine materials. To be sure, instructors should avoid media overload, being judicious in their selection of quality videos and audios, and mindful of the time required to address them. But instructors also will find students motivated to the extent that references to assigned media are explicitly tied into class lectures and exams (see Kirkwood, 2008, for discussion of problems in getting students to use digital technologies without employment of testing).

Technical Issues

A number of technical challenges will arise with the initiation of a Web-based approach. However, most can be quickly resolved, especially if colleagues and technicians familiar with multimedia and technology are accessible and willing to help. Some of the more common problems, glitches, and hassles, likely to be encountered are outlined below, along with suggested remedies.

1. Media files will not play in PowerPoint. In terms of using video clips in presentations, be aware that PowerPoint does not play all file formats. To determine those formats that are directly usable, therefore, consult relevant tutorials for 2003 and 2007 PowerPoint editions (see TCLT, 2004, and Microsoft, 2009, respectively). Note: video clips not standard to PowerPoint can be converted to playable form via a video

converter software program, which can be purchased online for about \$50.

2. Given digital resources disappear between linking or downloading and exhibition. In light of that possibility, remember that the Web is a work-in-progress. Therefore, do not be surprised if media content linked to syllabus or PowerPoint presentation is no longer available when exhibition date arrives. Reasonable online substitutes can usually be found with relatively little search effort. Note: if relevant materials are deemed important and irreplaceable, consider downloading a copy for possible later display.

Downloaded video and audio files may also disappear when moving PowerPoint slides from one PC to another. Such media files do not automatically accompany presentation software files unless they are also moved between PCs. Therefore always remember to copy all files possibly relevant to the presentation (i.e., PowerPoint slides, video and audio files, and nonstandard fonts, if used) to the same folder before moving.

3. Poor image quality. Video materials on the Web come with variable image quality, and resolution invariably suffers as display size increases. Students seated at a distance from classroom projector screens may not be able to comfortably view videos streamed directly from website pages, given their usually small size. Clips can be expanded to full-screen, but will often then be quite pixelated (i.e., blurred). Instructors may therefore want to vary clip size from somewhere between the extremes of small image / webpage display to full-screen display. However, this can only be accomplished for YouTube videos, and only after they have been integrated directly to PowerPoint slides via the previously noted altered-link technique (see [maniactive](#) (2007, August 9)).

4. Classroom technical malfunction. Instructors may find from time to time that given classroom presentation components (PC, Internet, multimedia projector, speakers, etc) will not function. There is likely a simple solution, and students can be very helpful in this regard. Of course, if the problem cannot be quickly resolved, those responsible for maintaining classroom technology on campus should be called in. Note: technical malfunctions are not necessarily fixable on the spot. Therefore, always have a back-up plan for teaching the class that is not technology dependent.

5. Students cannot get assigned multimedia resources to play. Participation in a Web-based multimedia course requires all user computers to have relevant software plug-ins in order to run video and audio. Instructors should check with campus technicians to determine which plug-ins will be necessary, and then request that all campus PCs are appropriately equipped. Plug-ins that students will need to have downloaded to their own units should also be specified in the course syllabus (and linked to relevant download sources). Nonetheless, some students will encounter problems in accessing linked digital materials even with relevant software in place. The most common by far is that the “pop-up blocker” has not been disabled on their web browser, and therefore, pages with streamed media cannot appear. Of course, students having technical problems that defy quick remedy should be directed to help-desk personnel.

Conclusions: Getting Started and Going Beyond

Although university leaders generally favor using technology to foster instructional goals as shown by their significant investment in infrastructure and equipment, as well as supportive public statements (e.g., Texas Higher Education Coordinating Board, 2009), the adoption of online multimedia ultimately rests with faculty. No doubt, some instructors do not make use of it in their classes because they are entirely opposed to the idea. For them, media use translates to mean student entertainment, and is therefore a frivolous diversion. Real learning, they argue, occurs as it has traditionally, with students reading authoritative works and listening attentively to lectures. Nevertheless, most faculty not employing multimedia are not inclined toward such opposition. Rather, they may well concede the merits of integration and even report they would like to do it, but say they simply do not have the time in light of pressing professional demands. Many seem also uncomfortable with technology itself, and so integrating online media may present two learning curves to master (see Hawkins & Oblinger, 2006; Mills, Yanes, & Casebeer, 2009).

These instructors should nonetheless understand that multimedia integration is not a daunting task. It can be done gradually and without involving much time or pain. Several small practical steps can be taken to ease into the process. First, begin talking to colleagues about media-relevant websites and how

digital materials can be used in classes. Join an organization devoted to online learning such as MERLOT, particularly if other faculty members do not seem interested. Second, get to know someone on campus with technical expertise who can easily be called on for advice and assistance. Questions invariably will emerge at the beginning, and having someone to turn to for quick answers is invaluable. Third, start actual integration by doing the easiest. Link a few videos and audios to syllabus, and develop assignments for them. In terms of in-class integration, prefacing a lecture or two with icebreaker clips is a good initial move. Finally, enlist students in the process, perhaps first by requiring class or online presentations which centrally involve media analysis. Students, for example, could be assigned popular films to determine their relevance to important course concepts and principles, and they could be encouraged to integrate clips from such films for purposes of illustration.

Of course, this article only suggests a beginning. Think about eventually moving beyond what has been discussed here, possibly with students, to involvement in more complex, creative activities. Existing media resources on the Web might be significantly edited and reconfigured for inclusion in class or online presentations. Better yet, consider creating materials from scratch by shooting video or recording audio. Equipment can be cheaply purchased, and instructive media can be produced with little training. Such custom-built resources, in turn, should well-fit course concepts, deepen instructor / student mastery of subject matter, and contribute to the greater learning enterprise as they are uploaded and shared with others involved in instruction facilitated through online media.

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Appendix A. Selected Media Search and/or Aggregator Sites

Bing.com <http://www.bing.com/>
Blinkx <http://www.blinkx.com/>
CastTV <http://www.casttv.com/>
Google Video <http://video.google.com/>
Mefedia <http://www.mefedia.com/>
MySpace <http://vids.myspace.com/index.cfm?fuseaction=vids.channels>
OVGuide <http://my.ovguide.com/>
PodcastAlley <http://www.podcastalley.com/index.php>
VideoSurf <http://www.videosurf.com/>

Appendix B. Selected User-Generated / Upload Sites

Blip.tv <http://blip.tv/>
CNN iReport <http://www.ireport.com/index.jspa>
Dailymotion <http://www.dailymotion.com/us>
Glumbert <http://www.glumbert.com/>
MySpace <http://www.myspace.com/>
OneWorldTV <http://tv.oneworld.net/videos>
ScholarSpot <http://www.scholarspot.com/>
TeacherTube <http://www.teachertube.com/>
Veoh <http://www.veoh.com/>
Vimeo <http://www.vimeo.com/>
YouTube <http://www.youtube.com/>

Appendix C. Selected Media-Relevant Blogs

38minutes <http://38minutes.ning.com/profiles/blog/list>
Adbusters <http://www.adbusters.org/blogs>
Ads of the World Blog <http://adsoftheworld.com/blog>
After Ed <http://aftered.tv/index.php?q=blog>
BCL Academic Audio and Video Blog <http://bclacademicaudio.blogspot.com/>
Blog Out Loud <http://www.learnoutloud.com/content/blog/>
Business and Media Institute <http://www.businessandmedia.org/>
C4CFM Blog <http://civic.mit.edu/blog>
Center for Social Media <http://www.centerforsocialmedia.org/blogs/>
Chat the Planet <http://chattheplanet.com/blog/>
Comedy Central's Indecision <http://blog.indecisionforever.com/>
Contexts Podcasts <http://contexts.org/podcast/>
Creative Commons <http://creativecommons.org/weblog>
Digital Ethnography <http://mediatedcultures.net/ksudigg/>
The Documentary Blog <http://www.thedocumentaryblog.com/>
Everyday Sociology <http://nortonbooks.typepad.com/everydaysociology/>
FORA.tv <http://blog.fora.tv/>
Framing Science <http://scienceblogs.com/framing-science/>
Free Technology for Teachers <http://www.freetech4teachers.com/>
Gendertalk <http://www.gendertalk.com/>
Google Video Blog <http://googlevideo.blogspot.com/>
iReport Blog <http://www.ireport.com/blogs/ireport-blog>
Mashable: The Social Media Guide <http://mashable.com/category/video/>
Master New Media <http://www.masternewmedia.org/>
Media Education Lab <http://www.mediaeducationlab.com/blogs>
Media Research Center <http://www.mrc.org/>
MediaCommons <http://mediacommons.futureofthebook.org/>
MediaShift <http://www.pbs.org/mediashift/>
NewsBusters <http://newsbusters.org/blog>
onBeing <http://specials.washingtonpost.com/onbeing/>
Open Culture <http://www.openculture.com/>
P.O.V. Blog http://www.pbs.org/pov/blog/2009/04/outside_the_frame_on_being_-_a.html
Racism Review <http://www.racismreview.com/blog/documentaries/>
Reclaim the Media <http://www.reclaimthemedias.org/blog/deepmedia>
Reel Therapy <http://blogs.psychologytoday.com/blog/reel-therapy>
Sociological Images: Seeing Is Believing <http://contexts.org/socimages/>

SPARC Blog <http://www.sparcspaces.org/video/>
Spotlight: Blogging the Field of Digital Media and Learning <http://spotlight.macfound.org/>
StoryCorps <http://www.storycorps.org/blog/>
Take Part <http://www.takepart.com/blog/>
TED Blog <http://blog.ted.com/>
(see also teachingwithTed <http://teachingwithted.pbworks.com/>)
The Utube Blog <http://theutubeblog.com/about/>
We Love Crowds <http://welovecrowds.com/>
Web-Based Video in Education <http://web-based-video.blogspot.com/>
Wide Angle <http://www.pbs.org/wnet/wideangle/category/blog/>
The YouTube Bibliography Project <http://youtubebiblio.wordpress.com/bibliography/>

Appendix D. Selected Media-Relevant Archives and Projects

Academic Earth <http://academicearth.org/>
American Memory (Library of Congress) <http://memory.loc.gov/ammem/index.html>
American Public Media <http://americanpublicmedia.publicradio.org/programs/>
Annenberg Media Learner.org <http://www.learner.org/index.html>
British Film Institute <http://www.bfi.org.uk/>
Business and Media Institute <http://www.businessandmedia.org/about/about.aspx>
Civil Rights Digital Library <http://crdl.usg.edu/voci/go/crdl/home>
Community Video Education Trust <http://www.cvet.org.za/>
Digital Media and Learning
http://digitallearning.macfound.org/site/c.enJLKQNIFiG/b.2029199/k.94AC/Latest_News.htm
Digital Storytelling Multimedia Archive <https://digitalcommons.georgetown.edu/projects/digitalstories/>
EDUCAUSE <http://connect.educause.edu/?time=1238220070>
Internet Archive <http://www.archive.org>
Learn Out Loud <http://www.learnoutloud.com/Free-Audio-Video/Social-Sciences/2#go>
Media Education Lab <http://www.mediaeducationlab.com/blogs>
Media Research Institute <http://www.mrc.org/>
MERLOT <http://www.merlot.org/merlot/index.htm>
National Film Board of Canada <http://www.nfb.ca/>
NPR <http://www.npr.org/>
Opencast Community Project http://www.opencastproject.org/content/about_opencast
PBS <http://www.pbs.org/video/>
Pew Internet and American Life Project. <http://www.pewinternet.org/>
Preserving Digital Public Television Project <http://www.digitalpreservation.gov/partners/pdpt/pdpt.html>
Project New Media Literacies <http://newmedialiteracies.org/>
Teachers' Domain <http://www.teachersdomain.org/>
Thirteen: WNET video <http://www.thirteen.org/video/>
United States Holocaust Historical Museum <http://www.ushmm.org/genocide/>
WGBH Forum Network <http://forum.wgbh.org/series>

Appendix E. Selected Websites for Multimedia Materials

Movies & Television Full Episodes

A&E Television <http://www.aetv.com/>
ABC: Free Episodes (requires downloading of full-episode player) <http://abc.go.com/player/>
Babelgum <http://www.babelgum.com/>
Best Free Documentaries <http://bestdocumentaries.blogspot.com/>
Best On Line Documentaries <http://www.bodocus.com/>
CBS Shows (see current and classics) <http://www.cbs.com/video/>
CNBC <http://www.cnn.com/id/15839285>
CNN <http://www.cnn.com/video/?iref=videoglobal>
Comedy Central <http://www.comedycentral.com/shows/index.ihtml>
FactualTV <http://www.factualtv.com/>
Folkstreams <http://www.folkstreams.net/>
Food Network <http://www.foodnetwork.com/>
Fox <http://www.fox.com/fod/>
History Channel <http://www.history.com/video.do?action=home>

Hulu <http://www.hulu.com/>
Isuma.tv <http://www.isuma.tv/>
Joost <http://www.joost.com/>
Media That Matters <http://www.mediathatmattersfest.org/>
MSNBC News <http://www.msnbc.msn.com/>
MTV <http://www.mtv.com/ontv/>
myLifetime <http://www.mylifetime.com/>
National Film Board of Canada <http://www.nfb.ca/>
National Geographic <http://video.nationalgeographic.com/video/>
NBC: Full Episodes <http://www.nbc.com/Video/library/full-episodes/>
PBS http://www.pbs.org/search/search_programsaz.html
SciFi.com <http://www.scifi.com/rewind/>
Thirteen: WNET <http://www.thirteen.org/video/>
VH1 http://www.vh1.com/video/full_episodes.jhtml
YouTube: Movies <http://www.youtube.com/movies>
YouTube: TV Shows <http://www.youtube.com/shows?p=1&s=sa>

Video Clips / Shorts & Sample Media

38minutes <http://38minutes.ning.com/video>
[The Twitter/Teasmaid Chronicles](#)
ABC News <http://abcnews.go.com/>
[20/20](#)
[Trusting Instincts: Surviving a Tsunami](#)
[Good Morning America](#)
[Psych Hospitals under Microscope](#)
[Nightline](#)
[Sin City](#)
[Primetime](#)
[What Would You Do?](#)
[We Don't Speak Mexican Here](#)
[World News](#)
[Lady Bulldogs Are Beautiful Losers](#)
Adbusters <http://www.adbusters.org/abtv/all>
[Let's Go Spend Some Money](#)
Ads of the World <http://adsoftheworld.com/taxonomy/media/tv>
[Sonntags Zeitung: US Election Campaign: Bush](#)
After Ed <http://aftered.tv/>
[Democratic Action](#)
[Breaking the Silence](#)
Al Jazeera - English <http://english.aljazeera.net/>
[Al Jazeera - English - Live Streams](#)
All Things Digital <http://video.allthingsd.com/>
[When the Lights Go Out in Circui...](#)
American Memory (Library of Congress) <http://memory.loc.gov/ammem/index.html>
[Fifty Years of Coca Cola Television Advertisements](#)
[Polar Bear - Northern Lights](#)
American News Project <http://americannewsproject.com/videos/views/slot3>
[Lincoln and Race](#)
Amnesty International <http://www.amnesty.org/en/news-and-updates/video-and-audio>
[The Women of Kibera in Kenya](#)
Animal Planet <http://animal.discovery.com/>
[Treadwell vs. Poachers](#)
Asian Tsunami Videos <http://www.asiantsunamivideos.com/>
[Select and download videos](#)
Atom <http://www.atom.com/>
[Father Embarrasses Son on TV](#)
Babelgum <http://www.babelgum.com/>
[The Power of Chillies](#)
BBC <http://news.bbc.co.uk/>
[US Afghan Attack Phone Footage](#)
BestsBest <http://www.bestsbest.com/coolcommercials.html>
[Pressure Washer – Southwest Airlines](#)

Biography.com <http://www.biography.com/broadband/>
Bruce Lee: Mini Bio

BNET http://www.bnet.com/2434-18434_23-162366.html?tag=nav:video
[Emotions at Work](#)

BoingBoing tv <http://tv.boingboing.net/>
[Xeni Flies in Zero Gravity](#)

Bravotv.com <http://www.bravotv.com/>
[Millionaire Matchmaker](#)
[After the Date: Kevin and Randy](#)
[Real Housewives of New Jersey](#)
[Shop Girls](#)

Business and Media Institute <http://www.businessandmedia.org/>
[The Media's Top 10 Worst Economic Myths of 2008](#)

BusinessWeek <http://feedroom.businessweek.com/>
[America's Wealthiest Towns](#)

CBC <http://www.cbc.ca/video/>
[Digital Archives](#)
[Seeking Sanctuary: Draft Dodgers](#)
[Human Body Tour](#)

CBS News <http://www.cbsnews.com/>
[48 Hours](#)
[Life on the Run](#)
[60 Minutes](#)
[The Millennials Are Coming!](#)
[Caught on Tape](#)
[Caught on Tape in '08](#)
[CNET TV](#)
[How to Understand Digital Audio Formats](#)
[Evening News](#)
[Desperately Seeking a Job](#)
[Face the Nation](#)
[Cheney Looks Back at Iraq War](#)
[Only on the Web](#)
[Veteran Recounts Killing His Wife](#)
[Sunday Morning](#)
[30 Years of Change](#)
[Up to the Minute](#)
[Kids and Money](#)

ChannelOne.com <http://www.channelone.com/onair/>
Life on the Rez (search and select)

Chicago Tribune <http://www.chicagotribune.com/video/>
[The Aftermath of Homicide](#)

Christian Science Monitor <http://www.csmonitor.com/specials>
[International Design Summit](#)

Chronicle of Higher Education <http://chronicle.com/multimedia/?nav>
[YouTube vs. Your Good Name](#)

Clip Syndicate <http://www.clipsyndicate.com/>
[Divorce Battle Over Kidney Heads to Court](#)

CNBC <http://www.cnbc.com/id/15839285>
[CEO Salary Cap](#)

CNN <http://www.cnn.com/video/?iref=videoglobal>
[Anderson Cooper 360](#)
[How Viruses Spread](#)
[iReport](#)
[College Students Oppose Homeless Encampment on Seattle Campus](#)
[Larry King Live](#)
[Free After 22 Years](#)
[Lou Dobbs](#)
[Broken Borders](#)
[Cartels Hit Mexican TV Station](#)
[Nancy Grace](#)
[Family Sues Alleged Killer](#)
[Political Ticker](#) (select assorted video clips)
Specials

- [Black In America](#)
Comedy Central http://www.comedycentral.com/funny_videos/index.jhtml
[Daily Show with Jon Stewart](#)
[Gay Marriage Is Bad for Small Business](#)
[Colbert Nation](#)
[Yahweh or No Way - The Super Bowl](#)
[Comedy Central's Indecision](#)
[The Epic Battle for Your Soul: Gay Marriage](#)
[Anti-Gay Propagandists Make Kids Say the Darndest Things!](#)
[Important Things](#)
[Games – Emotional Escape Artist](#)
[South Park](#)
[The Importance of Saving Money](#)
- Current <http://current.com/>
[Schedule](#)
[Rough Guide to the Brain](#)
- Dailymotion.com <http://www.dailymotion.com/us/lang/en>
[Paternity Leave in Sweden](#)
- Democracy Now! <http://www.democracynow.org/>
["This Shouldn't Have Been Ignored"](#)
- Discovery Channel <http://dsc.discovery.com/videos/>
[Dirty Jobs](#)
[Meet the Maggot Farmers](#)
- Discovery Health <http://health.discovery.com/>
[Physiology of Sexual Health: Priapism](#)
- Echoes of War <http://www.bsu.edu/wipb/echoesofwar/videos.asp>
See webisodes
- Economist <http://audiovideo.economist.com/>
[Jazz Diplomacy](#)
- Edutopia.org <http://www.edutopia.org/video>
[Tricks of the Trade: Quieting the Classroom](#)
- Encyclomedia <http://www.encyclomedia.com/>
[Armenian Genocide](#)
- ESPN <http://espn.go.com/video/>
[Nene's Battle with Cancer](#)
- Eyeblast.tv <http://www.eyeblast.tv/public/default.aspx>
[Episode 2-59, May 12, 2009](#)
- FORA.tv <http://fora.tv/>
[Woman's Instinctual Ability to Read a Room](#)
- Forbes <http://video.forbes.com/recentVideo>
[College Sex 2.0](#)
- Fox News <http://www.foxnews.com/video/index.html>
["Judging" Sonia](#)
[Fox and Friends](#)
[Evolution vs. Creationism](#)
[Hannity](#)
[Lost Boy](#)
[Huckabee](#)
[Huck's Word](#)
[O'Reilly Factor](#)
[Unbelievable \(Mom Allows Friend to Blow Pot Smoke ...\)](#)
- Funny Web Commercials <http://www.funnywebcommercials.com/>
[Snickers Super Bowl Ad](#)
- Glumbert <http://www.glumbert.com/>
[The Ladies Room](#)
- Guardian <http://www.guardian.co.uk/video>
["It's Like Being Buried Alive."](#)
- HBO <http://www.hbo.com/>
[The Wire](#)
[Street Talk](#)
- History.com <http://www.history.com/video.do?action=home>
[History of Labor Day](#)
- Hometown Baghdad <http://chattheplanet.com/index.php?page=videos>
[Mentally F'ed Up](#)

- How Stuff Works [http://videos.howstuffworks.com/How to Buy a Laptop](http://videos.howstuffworks.com/How%20to%20Buy%20a%20Laptop)
- Human Rights Watch <http://www.hrw.org/en/multimedia-video>
[Testing Justice: Rape Kit Backlog in Los Angeles City and County](#)
- Hurricane Archive [http://hurricanearchive.org/Katrina Video](http://hurricanearchive.org/Katrina%20Video)
- ID Investigation <http://investigation.discovery.com/video/video-central.html>
See among others / select within category:
[JFK Assassination](#)
[OJ Simpson Trial](#)
[Real Interrogations](#)
- Internet Archive <http://www.archive.org/index.php>
[News and Public Affairs](#)
[September 11 Television Archive](#)
- Journeyman Pictures <http://www.journeyman.tv/?lid=58441>
[Sebenica: Autopsy of a Massacre > view clip](#)
- L / Studio <http://www.lstudio.com/#/?page=All>
See among others:
[Lines](#)
[The High Heel](#)
[Web Therapy](#)
[Psycho Analysis](#)
- Library of Congress <http://www.loc.gov/library/libarch-digital.html>
[Veterans History Project](#)
- The Link <http://www.revealingthelink.com/>
[The Discovery](#)
- Los Angeles Times <http://www.latimes.com/video/>
[Invisible Tattoos](#)
- MSNBC Doc Block <http://www.msnbc.msn.com/id/3036750>
[Lock-Up Raw: Time To Kill](#)
- MSNBC News <http://www.msnbc.msn.com/>
[Study: Less Pollution - Live Longer](#)
- MSNBC Zeitgeist <http://www.msnbc.msn.com/id/26852192/vp/28690740#28690740>
[Woman Auctions Her Virginity](#)
- Media Matters for America <http://mediamatters.org/index>
[Employee Free Choice Act: "Fox Facts" vs. Actual Facts](#)
- Mediascrape <http://www.mediascrape.com/News/Home.aspx>
[Mexican Crime Syndicate Arrested](#)
- Military Channel <http://military.discovery.com/video/video-hq.html>
[Secrets of the Alamo](#)
- Mother Jones <http://www.motherjones.com/>
[Coca Stompers of Bolivia](#)
- MTV <http://www.mtv.com/videos/>
[Real World: How Real Is It?](#)
- NBC Online Video Library <http://www.nbc.com/Video/library/>
See among others:
[Dateline](#)
[Between a Rock and a Hard Place](#)
- National Baseball Hall of Fame and Museum <http://web.baseballhalloffame.org/sightssounds/>
[Satchel Paige](#)
- National Geographic <http://video.nationalgeographic.com/video/>
[Apache Girl's Initiation Rite](#)
Final Report:
[CIA Experiments](#)
- New Media Literacies <http://techtv.mit.edu/collections/newmedialiteracies>
[Henry Jenkins on Mapping](#)
- The New Republic <http://www.tnr.com/tnrtv/index.html>
[Juan Crow](#)
- New York Times <http://video.on.nytimes.com/>
[Salvia: A Virtual Drug Craze](#)
- OnBeing <http://specials.washingtonpost.com/video/onbeing/>
Select from posted videos
- OneWorldTV <http://tv.oneworld.net/videos>
[Desertification Erodes Mongolian Livelihoods](#)

Onion News Network [http://www.theonion.com/content/video/More American Workers Outsourcing Own Jobs Overseas](http://www.theonion.com/content/video/More%20American%20Workers%20Outsourcing%20Own%20Jobs%20Overseas)

Open Society Institute [http://www.soros.org/resources/multimedia Gasping for Air](http://www.soros.org/resources/multimedia/Gasping%20for%20Air)

Oprah.com [http://www.oprah.com/The Many Uses of Skype Video](http://www.oprah.com/The%20Many%20Uses%20of%20Skype%20Video)

Oprah Winfrey Show [http://www.oprah.com/tows Taboo Topic: What Social Class Are You Now? Perceptions of Class in America](http://www.oprah.com/tows/Taboo%20Topic%3A%20What%20Social%20Class%20Are%20You%20Now%3F)

Ourmedia.org [http://ourmedia.org/History of the Internet](http://ourmedia.org/History%20of%20the%20Internet)

PBS [http://www.pbs.org/video/Human Spark](http://www.pbs.org/video/Human%20Spark) (see also <http://www.thirteen.org/video/>)
[Humaniqueness](#)
[Independent Lens \(Community Classroom\)](#)
[Hip Hop: Beyond Beats and Rhymes](#) (see video modules)
[Homophobia](#)
[Online News Hour](#)
[Art Exhibit Tackles Stereotypes of Suburban Life](#)
[P.O.V.](#)
[Soldiers of Conscience](#) (clips & lesson plan)
[Religion and Ethics Newsweekly](#) (see also <http://www.thirteen.org/video/>)
[Atheist Baby Naming](#)
[Unnatural Causes](#)
[Unraveling the Mystery of Black-White Differences in Infant Mortality](#)

The People History [http://www.thepeoplehistory.com/See module on cars](http://www.thepeoplehistory.com/See%20module%20on%20cars) (Note: car-relevant video clips on right side of page)

Philadelphia Inquirer [http://www.philly.com/philly/video/Hammer Attack on SEPTA](http://www.philly.com/philly/video/Hammer%20Attack%20on%20SEPTA)

Planet Green [http://planetgreen.discovery.com/Battleground Earth](http://planetgreen.discovery.com/Battleground%20Earth)
[Bowling For Soup](#)

Real News Network [http://therealnews.com/t/The Ugly of War: Dying Children in a Helicopter](http://therealnews.com/t/The%20Ugly%20of%20War%3A%20Dying%20Children%20in%20a%20Helicopter)

reason.tv [http://reason.tv/about/Slumdog Thousandaire](http://reason.tv/about/Slumdog%20Thousandaire)

Republic Broadcasting Network [http://republicbroadcasting.org/?cmd=videos Woman Arrested for Trespassing in Her Own Home](http://republicbroadcasting.org/?cmd=videos/Woman%20Arrested%20for%20Trespassing%20in%20Her%20Own%20Home)

Reuters [http://www.reuters.com/news/video Loincloths Hot Among Japanese Women](http://www.reuters.com/news/video/Loincloths%20Hot%20Among%20Japanese%20Women)

Rolling Stone [http://www.rollingstone.com/videos Five Ways Bush Sank the Republican Party](http://www.rollingstone.com/videos/Five%20Ways%20Bush%20Sank%20the%20Republican%20Party)

Russia Today [http://www.russiatoday.com/Best_Videos.html Who Was Involved in 9/11? Documentary Reveals Shocking Facts](http://www.russiatoday.com/Best_Videos.html/Who%20Was%20Involved%20in%209/11%3F%20Documentary%20Reveals%20Shocking%20Facts)

Salon http://www.salon.com/ent/video_dog/
See among others:
[Big Think](#)
[Psychologist Carl Hart on Drug Abuse and Policies](#)
[Current TV](#)
[Paying for Abstinence](#)
[Red State Update](#)
[Legalize Drugs, Save Mexico](#)

ScholarSpot [http://www.scholarspot.com/index.php?c=all Prisoner's Dilemma in Action: Split or Steal?](http://www.scholarspot.com/index.php?c=all/Prisoner's%20Dilemma%20in%20Action%3A%20Split%20or%20Steal%3F)

Science Channel [http://science.discovery.com/video/video.html Time: Life Span](http://science.discovery.com/video/video.html/Time%3A%20Life%20Span)

SciFi.com [http://www.scifi.com/video/The Director's Process - Caprica](http://www.scifi.com/video/The%20Director's%20Process%20-%20Caprica)

Seedmagazine.Com [http://seedmagazine.com/Are We Beyond the Two Cultures?](http://seedmagazine.com/Are%20We%20Beyond%20the%20Two%20Cultures%3F)
[Lazslo Barabasi](#)

Slate [http://www.slate.com/id/2065896/view/2182767/How to Photoshop Propaganda](http://www.slate.com/id/2065896/view/2182767/How%20to%20Photoshop%20Propaganda)

streetfilms.org <http://www.streetfilms.org/>

[Portland: Bike Rush Hour on the Hawthorne Bridge](#)
 Take Part <http://www.takepart.com/issues>
[How the Flu Virus Mutates](#)
 Thirteen: WNET video <http://www.thirteen.org/video/>
[Human Spark](#) (see also <http://www.pbs.org/video/>)
[Humaniqueness](#)
[Reel 13](#)
[Telling Jokes in Auschwitz](#)
[Curious](#)
[Survival](#)
[New York Voices](#)
[Lessons of September](#)
[A Permanent Mark](#)
[Uncertain Industry: The Decline of Manufacturing in New York City](#)
[Angel's Bakery](#)
[Worldfocus](#)
["Narco" Culture in Mexico](#)
 Time <http://www.time.com/time/>
[A Gay Marriage Wedding Vow Video](#)
 TLC <http://tlc.discovery.com/>
[Little People, Big World](#)
[Dwarf Volleyball](#)
 truTV <http://www.trutv.com/video/>
 See among others:
[Dominick Dunne's, Power, Privilege, and Justice](#)
[Defending Claus Von Bulow](#)
[Inside American Jail](#)
[This Isn't AA](#)
 tv.com <http://www.tv.com/>
[Cougar Town – pilot, clip 2](#) (Jules flashes)
 United States Holocaust Historical Museum <http://www.ushmm.org/museum/>
[Witnessing Darfur](#) (various shorts)
 U.S. News and World Report <http://usnews.feedroom.com/>
[Tech Gadgets in 2009](#)
 Very Funny Ads <http://www.veryfunnyads.com/>
[Comfort Fabric Softener: Nourist](#)
 Very Spatial <http://veryspatial.com/vstv/>
[Cemetery Geography](#)
 VH1 <http://www.vh1.com/video/>
[Movie Clips](#)
[Angels & Demons: Church vs. Science](#)
 VideoJug.com <http://www.videojug.com/>
[How to Behave After Sex](#)
 The Weather Channel <http://www.weather.com/>
[Teen Struck By Lightning While on Bike](#)
 WGBH <http://wgbh.org/>
[WGBH Lab](#)
[Firewomen](#)
 Wired <http://www.wired.com/video/>
[Mystery Spots \(select\)](#)
 WomenCo. <http://www.womenco.com/videos>
[Career Women: Past, Present, and Future](#)
 World Politics Review <http://www.worldpoliticsreview.com/video.aspx>
[Marketing the Afghanistan Police](#)
 Yeah, THAT Commercial <http://yeahthatcommercial.com/browse.php?i=0>
[Go Daddy: Sexy Carwash](#)

Video, Longer Length & Sample Media (* denotes major documentary collection)

ABC News <http://abcnews.go.com/>
[Inside the Dead Bodies Exhibit](#)
 *Annenberg Media Learner.org <http://www.learner.org/index.html> (free registration required)
[Discovering Psychology](#) (series)
 Archaeology Channel <http://www.archaeologychannel.org/>

- [Hopi Fires](#)
- *Babelgum <http://www.babelgum.com/>
[American Waitress: New Mexico](#)
- *Best Free Documentaries <http://bestdocumentaries.blogspot.com/>
[Virtual Adultery and Cyberspace Love](#)
- *Best On Line Documentaries <http://www.bodocus.com/>
See e.g., Life Style/Society > Subcultures > World of Skinhead
- Brave New Foundation <http://www.bravenewfoundation.org/>
[Rethink Afghanistan](#)
- CBS News Video <http://www.cbsnews.com/>
[48 Hours](#)
[Catch Her If You Can](#)
- CNN <http://us.cnn.com/>
[Reliable Sources](#)
[Podcasts](#) (slow to start)
- C-SPAN <http://www.c-span.org/>
[Oval Office Tour](#)
- *Conspiracy Reality TV <http://conspiracyrealitytv.com/>
[The Business Behind Getting High: Marijuana Suppression in the U.S. and Canada](#)
- Colbert Report <http://www.comedycentral.com/colbertreport/full-episodes/index.jhtml?>
[May 19, 2009 Episode – Walter Kirn](#)
- Daily Show with Jon Stewart <http://www.thedailyshow.com/full-episodes/index.jhtml?>
[May 19, 2009 Episode - Newt Gingrich](#)
- *DeepDishTV <http://www.deepdishtv.org/>
[Shocking and Awful: A Grassroots Response to War and Occupation](#)
- Democracy Now! <http://www.democracynow.org/>
[Tiller Killing Spurs Renewed Calls for US to Reverse Longstanding Passivity on Anti-Abortion Extremists](#)
- *Documentary Wire <http://www.documentarywire.com/>
[Earthlings](#)
- *FactualTV <http://www.factualtv.com/>
See among other channels:
[Disasters](#)
[Disasters of the Century – Coconut Grove Fire](#)
[Society](#)
[Dicing With Death: Mexico](#)
- *Folkstreams <http://www.folkstreams.net/>
[Pilebutts: Working Under the Hammer](#)
- Food Network <http://www.foodnetwork.com/>
[Diners, Drive-Ins, and Dives](#)
[Route 66](#)
[Throwdown with Bobby Flay](#)
[Gumbo](#)
- Fox <http://www.fox.com/fod/>
[24](#)
- *FreeDocumentaries.org <http://freedocumentaries.org/>
[Why We Fight](#)
- Free Speech TV http://www.freespeech.org/fscm2/genx.php?name=featured_videos
[Before You Enlist: The Real Deal on Joining the Military](#)
- Gendervision http://www.gendervision.org/joomla/index.php?option=com_content&task=view&id=58&Itemid=114
[Being Transgender... Myths and Youth Issues](#)
- History Channel <http://www.history.com/video.do?action=home>
[Life After People](#)
- I Believe <http://www.ibelieve-tv.com/episodes.html>
[Evangelical](#)
- *Internet Archive: Movie Archive <http://www.archive.org/details/movies>
[The Disappearing Male](#)
- *Isuma.tv <http://www.isuma.tv/>
[Atanarjuat: The Fast Runner](#)
- ivi.co.za <http://www.ivi.co.za/>
[The History of the Devil](#)
- *Joost <http://www.joost.com/>
[The Armenian Revolt](#)
- LisaLing.com <http://www.lisaling.com/>
[Child Trafficking: India](#)

- Listen Up! <http://www.listenup.org/>
[Babies, Bottles, & Diapers: Reality of Teen Pregnancy](#)
- Massachusetts School of Law Media <http://mslaw.reachlocal.com/>
[Books of Our Time](#)
[Al Jazeera: The Inside Story of the Arab News Channel...](#)
- Media That Matters <http://www.mediathatmattersfest.org/8/>
[Copwatch](#)
- MTV <http://www.mtv.com/ontv/>
See among others:
[16 and Pregnant](#) (airing June, 2009)
[Beavis and Butthead](#)
[College Life](#)
- *National Film Board of Canada <http://www.nfb.ca/>
[Burning Times](#)
- *National Geographic
<http://channel.nationalgeographic.com/channel/videos/player.html?channel=60850&category=60664&title=6658>
See among others:
[NGC Presents](#)
[Honor Killings](#)
[Seconds From Disaster](#)
[Meltdown in Chernobyl](#)
[Worlds Apart](#)
[St. Louis Meets Mongolia](#)
- NBC Online Video Library <http://www.nbc.com/Video/library/>
See among others:
[Alfred Hitchcock Hour](#)
[The Long Silence](#)
- New Jersey Network <http://www.njn.net/>
[The Lessons of 9/11](#)
- Open Society: Resource Center <http://www.soros.org/resources/multimedia>
[Not as Seen on TV](#)
- *PBS <http://www.pbs.org/video/>
[Ascent of Money](#) (see also <http://www.thirteen.org/video/>)
[Full-Length Film](#)
[American Experience](#) (see also <http://wgbh.org/>)
[A Class Apart](#)
[Expose](#) (see also <http://www.thirteen.org/video/>)
[Poverty, Inc.](#)
[Frontline](#) (see also <http://wgbh.org/>)
[Sick Around America](#)
[Frontline/World](#)
[Mexico: Crimes at the Border, The Business of Human Smuggling](#)
[Make 'Em Laugh](#) (see also <http://www.thirteen.org/video/>)
[Teh Internets](#)
[NOVA](#) (see also <http://wgbh.org/>)
[Storm that Drowned a City](#)
[NOW](#)
[Middle Class Insecurity](#)
[Online News Hour](#)
[Generation Next](#)
[P.O.V.](#)
[9 Star Motel](#)
[Scientific American Frontiers](#)
[Hidden Motives](#)
[Secrets of the Dead](#) (see also <http://www.thirteen.org/video/>)
[Escape From Auschwitz](#)
[Wide Angle](#) (see also <http://www.thirteen.org/video/>)
[Brazil in Black and White](#)
- *Snagfilms <http://www.snagfilms.com/films/browse/channel>
[The American Ruling Class](#)
- *Sprword <http://www.sprword.com/>
[Reel Bad Arabs](#)
- Teachers.tv <http://www.teachers.tv/>
[School Matters: Bullying at Work](#)

*Thirteen: WNET video <http://www.thirteen.org/video/> (see also <http://www.pbs.org/video/>)
[Ascent of Money](#) (see also <http://www.pbs.org/video/>)

[Full-Length Film](#)

[Curious](#)

[Survival](#)

[New York Voices](#)

[Lessons of September](#)

[Secrets of the Dead](#) (see also <http://www.pbs.org/video/>)

[Escape From Auschwitz](#)

[Worldfocus](#)

[Full Show - May 27, 2009](#)

*Top Documentary Films <http://topdocumentaryfilms.com/>

[Sicko](#)

VII <http://www.viiphoto.com/video.php>

[Tough Love: What Men Really Think](#)

Wall Street Journal (Classroom Edition) http://classroomedition.com/cre/multimedia_center.html

[End of Wall Street: What Happened?](#)

WalletTest.com <http://www.wallettest.com/>

[Documentary](#)

Without Sanctuary <http://www.withoutsanctuary.org/main.html>

Click on "movie"

*YouTube (documentaries) <http://www.youtube.com/movies?p=None&s=mvr&b=7>

[Amos and Andy: Anatomy of a Controversy](#)

Video Lectures, Speeches, & Interviews

Academic Earth <http://www.academicearth.org/>

[Introduction to Psychology](#)

[Evolution, Emotion, and Reason: Love](#)

Alcove with Mark Molaro <http://markmolaro.blip.tv/#1956050>

[Jonathon Schell](#)

American Rhetoric <http://www.americanrhetoric.com/>

[Online Speech Bank](#)

[Barack Obama - Inaugural Address](#)

[Top 100 Speeches](#)

[Martin Luther King: I Have A Dream](#)

[Movie Speeches](#)

["Stella!" - Street Car Named Desire](#)

Big Think <http://bigthink.com/>

[Michael Lewis on the Free Market and Morality](#)

C-SPAN <http://www.c-span.org/>

[Jay Richards on Money, Greed, and God](#)

Carnegie Corporation Oral History Interviews: Video Interviews

http://www.columbia.edu/cu/lweb/digital/collections/oral_hist/carnegie/video-interviews/

Select interview

CNBC <http://www.cnbc.com/id/15839285>

[CEO Interviews](#)

[GM CEO Discusses Bankruptcy](#)

Community Video Education Trust <http://www.cvet.org.za/>

["We are not allowed to see our dead..."](#)

Democracy Now! <http://www.democracynow.org/>

[Douglas Blackmon on Slavery By Another Name](#)

Facing History and Ourselves <http://www.facinghistory.org/home>

[A Problem from Hell: Samantha Power Talks About Genocide](#)

Fast Company TV <http://www.fastcompany.tv/>

[10 Secrets of Highly Effective People](#)

FORA.tv <http://fora.tv/>

[Neuroscience and Sociology: David Brooks](#)

Free Speech TV <http://www.freespeech.org/fscm2/genx.php?name=home>

[Helen Caldicott](#)

Free Thought Multimedia <http://www.reitstoen.com/multimedia.php>

[Richard Dawkins Multimedia](#)

[John of God](#)

Free VideoLectures.com <http://freevideolectures.com/socialsciences.php>

- [Positive Psychology: The Science of Happiness](#)
GRITtv <http://lauraflanders.firedoglake.com/category/episodes/>
[More Mortgage Madness / The Lighter Side of Being Arab in America](#)
L / Studio <http://www.lstudio.com/#/?page=All>
[Break It Down](#)
[Jon Anderson](#)
MacArthur Foundation <http://www.macfound.org/site/c.lkLXJ8MQKrH/b.4284677/apps/s/search.asp>
[Mizuko Ito on Why Time Spent Online Is Important](#)
MeaningofLife.tv <http://meaningoflife.tv/>
[Edward O. Wilson](#)
MIT OpenCourseWare <http://ocw.mit.edu/OcwWeb/web/courses/av/index.htm>
[Workshop on Deliberative Democracy and Dispute Resolution](#)
Open Yale Courses <http://oyc.yale.edu/>
[Death with Shelly Kagan](#)
Oxford Internet Institute: Webcast <http://webcast.oii.ox.ac.uk/?view=Default>
[Manuel Castells on Communication Power in the Networked Society](#)
Pro Football Hall of Fame <http://www.profootballhof.com/>
[Enshrinement Speeches](#)
Public Broadcasting System <http://www.pbs.org/>
[Bill Moyers Journal](#)
[Interview with David Simon](#)
[Charlie Rose](#)
[Conversation with George Carlin](#)
[Texas Legacy Video Project](#)
[Select From List of Interviewees](#)
[This Brave Nation](#)
[Naomi Klein interview with Tom Hayden](#)
Reith Lectures: Anthony Giddens http://news.bbc.co.uk/hi/english/static/events/reith_99/
[Globalisation](#)
Research Channel <http://www.researchchannel.org/prog/subject.aspx?fID=573&pID=476>
[Hate Groups in the United States: Panel](#)
TED TALKS <http://www.ted.com/index.php/pages/view/id/5>
[Mihaly Csikszentmihalyi on Flow](#)
University of California Television <http://www.uctv.tv/>
[Jared Diamond on Societal Collapse](#)
WGBH <http://wgbh.org/>
[Color Line: A Salon for Race and Public Media](#)
[Basic Black Griot](#)
[Hip Hop Is a Community](#)
[Blog La Plaza](#)
[Immigration Raids and Children](#)
[Open Vault](#)
[Alvin Poussant on the Rise of Black on Black Murders](#)
[Project Dropout](#)
[Live: Special Broadcast](#)
WGBH Forum Network <http://forum.wgbh.org/series>
See among others:
[African and African-American Culture Series](#)
[Slavery and the Making of America Series](#)
[Clinging to Mammy: Our Relationship with Slavery](#)
[American Experience Series](#)
[Eyes on the Prize](#)
[Civil Rights Movement on Film](#)
[Asian and Asian-American Culture Series](#)
[Chinese Americans: Compelled to Excel](#)
[Evolution Series](#)
[Evolution of Sex: Rethinking the Y Chromosome](#)
[Eye on Education Series](#)
[Project Dropout: Why Are Kids Leaving School?](#)
[Beyond Black and White: Race in the Boston Public Schools](#)
[Faith and Politics Series](#)
[Measure of God: Can We Reconcile Science and Religion?](#)
[GLBTQ Series](#)
[GLBTQ General Series](#)

[Children of Gay Parents Tell It Like It Is](#)
[Holocaust Remembrance Series](#)
[Lessons from the Holocaust](#)
[Indian Culture and Heritage Series](#)
[Under Her Skin: How Girls Experience Race in America](#)
[Islamic Culture and Heritage Series](#)
[Voices from the Moderate Muslim Majority](#)
[Latino Culture and Heritage Series](#)
[Los Trabajadores: The Workers](#)
[Our Democracy Series](#)
[Who Are the American Fascists?](#)
[War on Terror Series](#)
[Operation Homecoming](#)
[Witness: Human Rights Series](#)
[Bystanders to Genocide](#)
 Washington Post <http://www.washingtonpost.com/Voices on Green>

Audio News Stories

Australian Broadcasting Corporation Radio (ABC) <http://www.abc.net.au/news/audio/>
 Select listed news clips
 BBC World Service <http://www.bbc.co.uk/worldservice/>
[Indian Sex Workers Get Political](#)
 Free Speech Radio News <http://www.fsrn.org/>
[Homeless Female Vets](#) (Specials podcast)
 National Public Radio <http://www.npr.org/>
 (Most shows also include interviews & commentary)
[All Things Considered](#)
[High Corn Prices Cast Shadow Over Ethanol Plants](#)
[Marketplace](#)
[Would You Like a Pay Cut or Layoff?](#)
[Morning Edition](#)
[How Merit Pay Played Out in a Colorado School District](#)
[News and Notes](#)
[How to Pay for College as Tuition Soars](#)
[Tell Me More](#)
[Study Raises Questions about Segregation](#)
[Youth Radio](#)
[There's No Place Safe in the Gaza Strip](#)
 Onion Radio News http://www.theonion.com/content/radionews?utm_source=nav
[Area Man Bores Pants Off Date](#)
 Talk Radio News Service <http://talkradionews.com/>
[Ex-POW with McCain Shares the Inside Story](#)
 United Nations Radio <http://www.unmultimedia.org/radio/english/index.html>
[3 Million Face Malnutrition in Horn of Africa: UNICEF](#)
 World Politics Review <http://www.worldpoliticsreview.com/podcasts.aspx>
[China in Africa](#)

Audio Programs & Documentaries

American Public Media <http://americanpublicmedia.publicradio.org/programs/>
[A Prairie Home Companion](#)
[Show 4/25/09](#)
[American RadioWorks](#)
[Design of Desire](#)
[Future Tense](#)
[Why Women Leave Jobs in Science](#)
[Marketplace](#)
[How Credit Card Companies Track You](#)
[The Next American Dream](#) (program cutting across several APM programs)
[College Has Lesser Degree of Certainty](#)
[Speaking of Faith](#)
[Ethics of Eating](#)

- [The Splendid Table](#)
[Download Episodes](#)
- [The Story](#)
[Teamwork in the Trailerpark](#)
- [Sustainability](#)
[Consumed](#)
- APM Podcasts also available through [LearnOutLoud](#)
[America's Drug War](#)
- Archaeology Channel <http://www.archaeologychannel.org/content/AudioNews/humexp.html>
[Human Experience](#)
[More Than One Husband](#)
- Australia Broadcasting Corporation (ABC) <http://www.abc.net.au/radio/>
[Book Show](#)
[First Person: The Road Well Trodden by Dean Starnes](#)
- [ForaRadio](#)
[Linking Food, Diet, and Sustainability](#)
[Government and Politics](#)
[The Mother of Mohammed](#)
- [Law, Crime, and Justice](#)
[No Meat Week](#)
- [Religion and News](#)
[What Made the Romans Laugh?](#)
- BBC World Service <http://www.bbc.co.uk/worldservice/>
[Black in the USA Series](#)
[Black Republicans](#)
- [The Changing World](#)
[The Atrocity Archives](#)
- [The Interview](#)
[Richard Thaler](#) (on irrational behavior in crisis)
- [Documentaries](#)
[West African Journeys – Pt 1 \(Killing Spirit Children\)](#)
- Chronicle of Higher Education <http://chronicle.com/multimedia/audio.htm>
[A Race to Rescue Native Tongues](#)
- Discovery Channel Radio <http://www.discovery.com/radio/podcasts.html>
Select podcast
- Educating <http://www.educasting.org/>
[The Meat We Eat](#)
- HBO <http://www.hbo.com/>
[The Wire](#) (select podcast)
- Human Rights Watch <http://www.hrw.org/en/multimedia-audio>
[Punished for Abortion in Mexico](#)
- IndieFeed: Big Shed Audio <http://www.podcastdirectory.com/podcasts/11046>
[In the Company of Men](#)
- Internet Archive: Audio Archive <http://www.archive.org/details/audio>
[Radio Programs](#)
[Gendertalk](#)
- Learn Out Loud <http://www.learnoutloud.com/Free-Audio-Video#directory>
[Great Speeches in History Podcast](#)
- Memoryscape <http://www.memoryscape.org.uk/>
[Drifting](#)
[Motorboat Club](#)
- Mercury Theatre on the Air <http://www.mercurytheatre.info/>
[The War of the Worlds](#)
[Conversation between H.G. Wells & Orson Wells re WTW](#)
- National Public Radio <http://www.npr.org/programs/index.html>
[Brian Lehrer Show](#)
[The Border](#)
[Day to Day](#)
[Sexual Harassment on Rise in Egypt](#)
- [DNA Files](#)
[DNA and Behavior: Is Our Fate In Our Genes?](#)
- [Engines of Our Ingenuity](#)
[Development of Helicopter](#)
- [Justice Talking](#)

[College Admissions: A Game of Privilege?](#)
[Latino USA](#)
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