Example Lecture Commentary on “My Stroke of Insight” by Dr. Jill Bolte-Taylor
“Jill Bolte Taylor gave a phenomenal lecture about the functions of the brain’s right and left hemispheres. She described her experience of having a stroke, and discussed how the right hemisphere understands that we are energy, part of the larger energy of the world and everything in it while our left hemisphere understands that we are individuals and directs our behavior to function as a single unit. I chose to watch this lecture because I was interested in how a neuroscientist would interpret experiencing what she so thoroughly understands. The most thought provoking aspect of her lecture was that she separately utilized each of her hemispheres and had a totally different experience of reality between them. Furthermore, she proposes that we can choose to live our lives in either way of thinking and that doing so would be two distinct existences. If there were something that I wish she would have discussed in a little more detail it would be her recovery process. While she did say it took her eight years to fully recover, she did not go into any detail about what happened to her in those eight years. I was extremely impressed with the lecture and was left thinking about the concepts and the message for quite a while.”

Student Feedback Excerpts
“It was a good way to break up the normal routine of a college course. I wish that more classes would have assignments like this one.”
“It adds a new flavor to learning.”
“I am glad that we were given a list of lectures to choose from because my peers and I come from different backgrounds and will therefore be interested in different topics.”
“I particularly liked that there were male and female speakers [and] also a wide range of different ages. It is apparent how far the scientific field has come.”
“Its role in the course could stand to be increased because it provides students with a wonderful opportunity to take a look into the ongoing discussion of psychology that exists in the today’s academic world.”
“These films have taught me to constantly evaluate my perception of the world and my beliefs about how others perceive it as well.”

Useful TED-related Resources
“TED: The First 21st Century University?” by video presentation June Cohen of TED.com
URL: http://www.youtube.com/watch?v=JxdK07CRP1Q
Teaching With TED Online Web Portal
URL: http://teachingwithted.pbworks.com/w/page/19958111/FrontPage
“TED in 3 minutes” (short video clips that are ideal for discussion starters or ice-breakers)
URL: http://www.ted.com/themes/ted_in_3_minutes.html
TEDTalks Usage Policy
URL: http://www.ted.com/pages/view/id/195
Subscribing to TED using RSS Feeds
URL: http://www.ted.com/pages/view/id/198

If you have questions or comments about the virtual conference exercise, or would like copies of assignment materials, please contact:
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Further Reading

   Discusses theoretical perspectives on the pedagogical meaningfulness of using video-based content in college teaching and learning, with particular emphasis on online media. Argues that, if used properly, digital media helps achieve six critical characteristics of meaningful learning.

Miller, M. V. (2009). Integrating online multimedia into college course and classroom: With application to the social sciences. MERLOT Journal of Online Learning and Teaching, 5(2), 395-423
   Describes an approach for efficiently incorporating online media resources into college courses. Discusses pedagogical rationale, different types of media, and solutions to common problems that accompany use of online media. An extensive list of websites that supply high-quality, scholarly video is provided in the Appendix.

   Reviews theoretical and empirical evidence of the effectiveness of using video-based content in college courses. Particular emphasis is given to how this approach meets the unique demands of the so-called ‘Net Generation.’ Provides a set of guidelines for choosing appropriate video clips and several examples of how to incorporate video into the classroom.

   Reports the results of an online survey of YouTube use by university faculty. Results indicated that faculty members who use YouTube in their classrooms find it to be an effective teaching resource, but faculty also raised a number of important limitations of using YouTube.

   This study examined student perceptions of YouTube as an effective learning tool in the context of a general health course at an American university. Results indicated that students use YouTube at a high rate, and the majority of students reported that YouTube enhanced learning and engagement with the material. Students also recommend that instructors continue to use YouTube in the classroom.