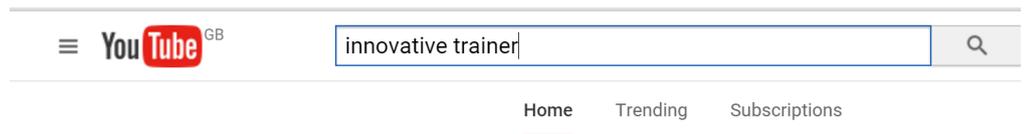


Praxis Note No. 73

# Click!

## Using YouTube as a training tool



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INTRAC

## Introduction

Incredibly, it is just 10 years since YouTube was launched. This is hard to believe as it seems to have been around forever – an indispensable part of our online lives. With a reasonably fast internet connection, a vast and rapidly growing array of video clips becomes instantly available anywhere in the world (censors permitting).

But how are we using this new resource? The most obvious answer is entertainment. Millions of people spend countless hours using the search function to find new videos or revisit old favourites. But apart from helping to while away an evening in a lonely hotel room, what is the more productive potential of YouTube?

This Praxis Note suggests some possible ways to harness YouTube in support of civil society development. Firstly, it examines the ways in which YouTube might be used. Secondly, there are suggestions of particular clips that INTRAC staff and others have found useful - simply press Ctrl + Click to view links.

By its nature, this paper can be neither comprehensive nor conclusive. YouTube is constantly evolving, so any overview that remains fixed at a particular moment in time will quickly become outdated. Readers are therefore invited to send in their suggestions of innovative ways of using YouTube and also particular videos. This Praxis Note will periodically be updated to incorporate the best of these.

## How YouTube has developed

Javed Karim, one of the three founders of YouTube has been quoted as saying that the inspiration came in late 2004 when he could not find online clips of Janet Jackson's 'wardrobe malfunction' during the US Super Bowl or the Asian Tsunami. True or not (the other founders tell a different story), these two examples perfectly encapsulate the range of YouTube's subject matter – from celebrity trivia to a major humanitarian disaster and news story affecting millions.



First screenshot of YouTube via [Internet Archive](#).

The domain name youtube.com was activated on 14<sup>th</sup> February 2005 and the first video '[Me at the zoo](#)' was uploaded a few months later. The growth since that time has been nothing short of staggering. By 2012, four billion videos were being streamed every day and there are reportedly 800 million unique users per month. YouTube's popularity increased rapidly at roughly the same time millions of people started walking around with a video camera in their pocket in the form of smart phones. Everything can now be captured, even if the quality is mixed.

A notable feature of YouTube is that it is search based. With a phone or laptop, we can now choose what to watch, wherever we are, whenever we want and then repeat the experience as many times as we like.

### Did you know?

- Legend has it that YouTube began as a video dating site called "Tune In Hook Up".
- By 2014, YouTube announced that 300 hours of new videos were being uploaded to the site *every minute*.
- 30% of videos account for 99% of views. This means that the remaining 70% of videos get just 1% of views.

We will all have our personal favourites. One of the first clips to 'go viral' was [Charlie biting his poor brother's finger](#), more recently overtaken by the all-time global chart topper [Gangnam Style](#). At the click of a finger we can instantly experience [anger](#) or [uncontrollable laughter](#), relive [great sporting moments](#) or find out [how to open a can without a can opener](#).

### More productive uses of YouTube

But beyond entertainment, how can this new medium be used for more serious purposes? YouTube has already shown the capacity not just to capture events, but also to influence them. Describing the 'Arab Spring', one activist was quoted as saying that organising a political protest involved using Facebook for scheduling, Twitter for coordination and YouTube to tell the world. The

speed with which protest spread from Tunisia to Egypt and other countries showed how effectively such communication occurred across the region, which would probably not have been possible in an earlier time.

Like any tool, online video can be used for both positive and negative purposes. The anti-bullying 'It Gets Better Project' showed the potential when [a single video](#) [8:31] to discuss issues faced by suicidal LGBT teens drew responses from hundreds in the US, including the President Obama and Vice President Biden. Conversely, there is much discussion at the moment about how susceptible individuals can be recruited by terrorist organisations such as ISIS, partly through the skilful use of emotive video clips.

TED Curator Chris Anderson has argued that online video may be about to launch the biggest learning cycle in human history. It is already evident that there are a number of highly effective ways in which YouTube can be used by civil society organisations. Some of these are now examined.



YouTube Mime by [Vicky Woodward](#). Via Flickr. [CC by 2.0](#).

## An extra tool for the trainer

An effective trainer is constantly looking for ways to keep participants interested and engaged. Judiciously employed, well-chosen YouTube clips can prove a valuable tool.

Trainings these days can be in the form of a traditional coming together of people in the same physical space, or a 'virtual gathering' of participants wherever they are in the world. [Online trainings](#) have undoubted advantages in terms of reduced cost and saving staff time (not to mention carbon emissions), but also some relative disadvantages. Online video can be used in these too and help to vary the tone.

It is often said that images engage learners better than words. Videos combine both and there are a number of different effects they can achieve:

- Inspiring: Training is not just about imparting skills, but also about motivating participants. There can be no finer example of this than [Martin Luther King](#), [2:37] poignantly looking forward to a better future just one day before he was assassinated.
- Guest speaker: The same trainer talking in the same voice throughout a training lasting several days can become monotonous, so an online 'guest speaker' can refresh by bringing in a different voice. Amongst others, there is a wealth of TED talks available on YouTube on relevant subjects, such as this one on [how to sound smart](#) [5:55].
- Explaining: There are numerous demonstrations on YouTube of how to do something, from how to install a [water handpump](#) [5:17] to [how to engage your team](#) [3:37]. These are often far more accessible and stimulating than reading a text book and work well for very practical tasks. But many such videos can also be quite dull and have a tendency to oversimplify when it comes to more complex processes.
- Humour: Sometimes the best way to introduce a serious topic is through laughter. This [advert](#) [0:59] emphasising how we often tend to plan after a project has already taken off can be applied to many organisations and projects.
- Getting it wrong: Similarly, showing exactly how *not* to do something, such as this compilation of [media interviews gone wrong](#) [3:29], can be used in the subsequent group discussion to identify firstly what went wrong, then turning it on its head to develop good practice principles.
- Bringing the real world into the training room: A training venue can be a somewhat artificial environment, divorced from the world that people and organisations inhabit. Showing a clip like a [personal testimony](#) [6:41] helps focus minds on what the training is ultimately about, although it is important not to take this too far and upset people or make them feel manipulated.

- **Music:** It is possible to find a vast selection of music from around the world on YouTube. So another possibility is to use a relevant musical clip to introduce a topic. For example, you could ask participants to come up with words which best describe their organisation's vision of the future, with [Gabriel Fauré](#) [3:24] in the background.<sup>1</sup>



[EI Workshop May](#) by Executives International.  
Via Flickr. [CC BY-SA 2.0](#).

## 1. Choosing a video

The first point to consider in choosing a video is how a clip will fit into the logical flow of your overall training plan. It is important to be clear on the purpose for using a video at that particular moment, rather than starting with a favourite video and trying to work it into the training, even when it does not really fit. What effect (such as those described above) are you seeking to achieve? How does the clip link to what you did just before and what you will do after it is played?

A video does not need to link directly to the subject of the training. Indeed, it can be more effective to show a clip about (for example) animal behaviour prior to a discussion on building a team in an NGO, rather than something more

closely related. Encouraging trainees to examine a subject from different angles in this way can develop their ability to analyse, rather than simply to absorb information on the topic in an unreflective way. Even if only tangentially related, a video can introduce a topic more quickly and effectively than a speech from the trainer.

If a training is to be participatory - and INTRAC would always recommend this - then a video should enliven and energise rather than cause participants to drift off. For this reason, there should usually be a maximum length of clips you use. As a rule of thumb, 10 minutes is probably the maximum that should be used in the middle of a session. Longer than this, and the momentum can be lost. If you do have a really helpful video of more than 10 minutes duration, then one option is to pause it in the middle and have a short discussion before proceeding. Alternatively, you can ask people to view it outside the formal sessions – perhaps during the evening. At the other end of the scale, very short clips (less than one minute) might not be worth it in terms of the time spent in setting it up.

As to what particular video clips to use, there are some suggestions of ones we have found particularly useful below, which we hope will grow over time. You can also find further possibilities directly in YouTube with the search function, asking colleagues or working through other online resource lists. If you find a good one, the 'Up Next' feature shown on the right of the screen throws up similar clips in a similar vein, which may also be worth checking out.

<sup>1</sup> There will soon be a separate Praxis Note on capacity building and music.

## 2. Using a video clip in a training

Before you put on a video, it is necessary to think how much you are going to introduce it, how much to prepare the group for the contents and what they will be expected to do straight afterwards. There are no hard and fast rules here. Different approaches can enhance the specific effect you want to achieve. At one end of the spectrum, you can say virtually nothing by way of introduction: 'Take a look at this and see what you think'. This can work for very short videos (perhaps a minute long) and has the advantage of introducing an element of surprise. People have no idea of what they are about to see, how long it may go on and how it relates to the subject under discussion. The hard hitting reality of life in the slums or the comedy effect of a useless manager can be enhanced by its sheer unexpectedness.

But on the other hand, participants equally have no idea of what they are supposed to be looking out for as they watch it and make mental notes to feed into the subsequent discussion. Particularly for longer clips (more than two minutes), it may therefore be more productive to give some indication of what people are about to see and pose a question: 'Take a look at this five minute comedy video of how *not* to carry out a training. How many bad practices you can identify?'

After the video has been shown, you then need to think how it links to the next stage of the training. Watching a video is essentially a passive exercise, so generally the next step should be something more participatory, rather than the facilitator doing the talking.

If a question has been posed, then participants can immediately give their responses in plenary or in groups.

## 3. Concluding thoughts

Like any training tool, the use of online video can be highly effective, but only if employed in moderation. When Power Point arrived on the scene, some over-enthusiastic facilitators bombarded audiences into a state of submission with a barrage of bullet points. Similarly YouTube can be overdone. Apart from anything else, people will start to feel cheated. Why did they come to a training, when they could have watched it all online? Also, it is particularly important to consider the cultural context. A video may lead to laughter in one country, but be misunderstood, cause embarrassment or give offence in another.

Ultimately the most important recommendation for the trainer (as for any new tool) is just to give it a go, see what happens and learn from the experience.



[Laugh](#) by Terry Presley. Via Flickr. [CC BY 2.0](#).

## Other possible usages of YouTube

Bringing YouTube into a training process is the most obvious way this new medium can support civil society development. But there are a number of other possible applications that are summarised below.

### **Ask people to find their own YouTube clips**

Another possible way to use YouTube is to ask people to find their own clips that best illustrate a particular point - musically, humorously or otherwise. This can be done before an event or during the evening. This encourages participants first to identify what are key aspects of the subject under discussion and then to make the linkage to an appropriate video. It is a relatively light piece of 'homework' and can be a good way to start the next day when they feed back. However, there should be time limits on video to be shown and also a selection process that means that just a very few end up being shown. If a group has to sit through 16 videos, they will have lost attention by the end.

### **Making your own YouTube clips for training or communication**

There are a lot of clips already out there that can be used for training. But there is also scope to produce more videos that illustrate points in a new, engaging and possibly humorous way. These can be for general consumption, or can be tailor-made for a targeted audience, such as giving examples that are particularly relevant to one country or to a particular organisation. There is a lot that goes into making a strong video clip even if it is very short (the advertising

industry consumes huge resources in making films as short as 30 seconds), so guidance on how best to do this cannot be covered here.

### **Making YouTube clips for advocacy**

Influencing the wider public and key decision makers is central to any advocacy strategy. Making a short YouTube film can therefore be highly effective, particularly in bringing out the human aspect of a particular issue. This can be done by specialists, or even by relatively inexperienced participants themselves, supported by organisations like [InsightShare](#).

#### **Practical tips for using YouTube:**

1. Attach a good speaker to the computer, so everyone can hear.
2. Tee up the clip before the session, rather than trying to find it mid-flow.
3. Consider having an assistant to run the video for you.
4. Another option is to [embed](#) the clip in a Power Point presentation.
5. Ensure everyone can see and hear the video easily without needing to move around.
6. Have a 'Plan B' for what you will do in case of technological failure.

## Recommended YouTube clips

There are numerous, poorly made, dull videos of boring lectures and organisations promoting themselves on YouTube. But in the middle of these, there are some gems. We at INTRAC have selflessly spent a lot of time watching rubbish videos, so you do not have to.



[Smartphones](#) by Esther Vargas. Via Flickr. [CC BY-SA 2.0](#).

Listed below are the results of this process. On what basis have we made our choices? We have simply selected videos which we feel cover a topic of relevance to civil society development particularly well. Essentially it comes down to what is a) interesting and b) potentially useful for the trainer.

These are sorted into subject categories:

- a) Vision, Inspiration and Motivation
- b) Leadership
- c) Management
- d) Building Teams
- e) Community Mobilisation and Participation
- f) Planning, Monitoring and Evaluation
- g) Training and Capacity Building
- h) Partnership
- i) Gender and Diversity Equality
- j) Presentation and Communication
- k) Advocacy
- l) Development Awareness and Education
- m) Fundraising and Marketing

But of course, a particular video can be about several different subjects simultaneously, so there are overlaps.

For each clip, simply put the cursor on the highlighted title and Ctrl + Click. The duration of each is shown in brackets, there is a one line description and a suggested question at the end. Since the videos can be used in different ways, of course there might also be a range of questions arising from each, so the facilitator needs to think how it fits into the flow of the particular session they are planning.

## a) Vision, inspiration and motivation



### [Martin Luther King's Last Speech \[2:37\]](#)

Martin Luther King looks towards 'the promised land'

Q: *What is the better future you are working towards?*



### [The Man Who Planted Trees \[30:07\]](#)

The animated story of a singlehanded effort to re-forest a valley.

Q: *What do you learn about vision from this? What would be yours?*



### [JK Rowling Harvard Address \[20:58\]](#)

Harry Potter author speaks of the importance of failure and imagination.

Q: *How can we make the most of our lives?*



### [President Obama on Amazing Grace \[3:45\]](#)

After a massacre, Barack Obama finds goodness in tragedy.

Q: *What is the 'reservoir of goodness' on which you can draw?*



### [Motivation by Dan Pink \[10:47\]](#)

Animated cartoon with the surprising truth about what motivates us.

Q: *What most motivates you? Others?*



### [Engage Your Team \[3:37\]](#)

Ken Wright talks against a graphic about how better to engage staff.

Q: *What are the best ways to engage people in your organisation?*

## b) Leadership



### [Nelson Mandela Farewell Speech \[3:18\]](#)

Mandela explains how he is the product of different influences.

Q: *Is a great leader born or made?*



### [Desmond Tutu on the Servant Leader \[3:44\]](#)

Desmond Tutu explains what he feels makes a great leader.

Q: *Is it realistic to be a servant leader?*



### [Start with Why \[5:00\]](#)

Simon Sinek stresses the importance of an organisation's 'why'.

Q: *What is the 'why' of your organisation?*



### [Secrets of the World's Most Powerful Women \[5:18\]](#)

Women leaders in their fields talk about what enabled them to progress.

Q: *What do you think are the key factors in women becoming leaders?*



### [Ken Blanchard on Mastering Self Leadership \[5:56\]](#)

Ken Blanchard explains how you first need to change yourself.

Q: *What issues must you address to become a better leader?*



### [The Dark Side of Leadership \[7:18\]](#)

Interview exploring what can go wrong when leadership fails.

Q: *What are consequences of the 'dark side of leadership'?*

### c) Management



#### [Steve Jobs on Managing People \[2:26\]](#)

Steve Jobs talks about how to get the best out of people.

Q: *How much does your organisation work like this?*



#### [Delegation from a Submarine Captain \[9:47\]](#)

A talk and graphic representation of the benefits of delegation.

Q: *How much more could you delegate in your role?*



#### [How Not To Present Yourself as a Manager \[2:02\]](#)

New Director of Spoof NGO Samaritans introduces himself.

Q: *How should a manager act with their staff?*

### d) Building teams



#### [Buffalos, Lions and Crocodile \[2:14\]](#)

Buffalos save a calf, which is being attacked by lions and a crocodile.

Q: *What did it take for the buffalos to save their calf?*



#### [Ferrari Pit Stop \[0:55\]](#)

Ferrari Formula 1 team change all their car's tyres in a few seconds.

Q: *What does it require to get a group of people to work like this?*



#### [Trust with Roger Federer \[1:47\]](#)

Roger Federer knocks a bottle off a man's head with a fast serve.

Q: *What do you learn about trust from this clip?*



#### [Trust and Leadership \[8:42\]](#)

A panel discussion on what trust means and how it can be built.

Q: *How best to build trust within your organisation?*

### e) Community mobilisation and participation



#### [Story of the Swing \[2:19\]](#)

Graphic story illustrating the importance of consulting 'beneficiaries'.

Q: *Do you know of any projects that failed due to lack of consultation?*



#### [Ernesto Sirello on Listening \[18:01\]](#)

TED talk on the importance of listening and entrepreneurship.

Q: *What might change if we listened more to people?*



#### [Whose Reality Counts by Praxis \[7:22\]](#)

Cartoon on happens when an organisation starts to listen (mangoes!).

Q: *How much do you really consult people in villages and slums?*



#### [PRA Myths and Realities \[5:00\]](#)

Praxis of India explain how PRA can have much wider applications.

Q: *How could PRA enhance your work?*

## f) Planning, Monitoring & Evaluation



### [International Aid Worker Meets African Villager \[3:09\]](#)

How not to go about planning an aid intervention at village level.

Q: *What bad practices can you identify from this?*



### [Building planes in the air \[0:59\]](#)

Advert shows a plane being built while flying.

Q: *What are the advantages and disadvantages of working like this?*



### [Action Research \[4:12\]](#)

Introduction of action research as the basis for planning for change.

Q: *How could Action Research be used to strengthen your work?*



### [Smart Ass NGO Writing a Proposal \[6:19\]](#)

A humorous Armenian take on writing an NGO project proposal.

Q: *How much does this reflect with proposal writing in your context?*



### [Inputs, Activities, Outputs, Outcomes and Impact \[2:52\]](#)

A creative graphic representation of what is a pretty dry subject.

Q: *How would you define these five different levels in your project?*



### [Coming Up With a Name for Your Project \[1:50\]](#)

Spoof NGO Samaritans brainstorms new project names.

Q: *What things should you consider in proposal development?*



### [Participatory Evaluation Approaches \[8:12\]](#)

Robert Chambers on participatory approaches to deal with complexity.

Q: *Is Chambers right in his critique of current evaluation practices?*

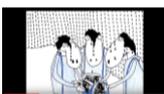


### [How Statistics Can Lie \[4:27\]](#)

A graphic presentation on how statistics can be used to mislead.

Question: *What does this tell us about using quantitative data for M&E?*

## g) Training and capacity building



### [Capa-ci-ty Building \[2:28\]](#)

Short animated film on solving problems by obtaining new ideas.

Q: *What are the conditions that lead to effective capacity building?*



### [Capacity Building in Participatory Video \[9:09\]](#)

Insightshare enabling communities in Myanmar to make film.

Q: *How could participatory video enhance your work?*



### [How Not To Do a Media Interview \[3:29\]](#)

A selection of clips of disastrous responses to media interviews.

Q: *What does this tell us about how (not) to do an interview?*



### [The Office – Role Play Gone Wrong \[2:41\]](#)

Comedy clip of a participant undermining a training role play.

Q: *How best to deal with a 'saboteur' in a training?*



[Awkward Performance Review \[2:38\]](#)

How two sides in a performance review can misunderstand each other.  
Q: *How best to give feedback to improve performance?*

**h) Partnership**



[Ending of Annie Hall \[0:53\]](#)

Woody Allen on why we still cannot do without relationships.  
Q: *What are the problems of partnerships and what are the 'eggs'?*

**i) Gender and diversity equality**



[Equality and Monkeys \[2:43\]](#)

What happens when monkeys are paid differently for the same task  
Q: *How do you see the consequences of inequality in your context?*



[Run like a Girl \[3:18\]](#)

Film shows up people's prejudices of what it means to be a girl.  
Q: *How can attitudes towards girls (and women) be changed?*



[No Woman, No Drive \[4:14\]](#)

Song ridiculing the idea that women should not be able to drive.  
Q: *What things are women prevented from doing in your context?*



[Diversity Role Play \[0:29\]](#)

Clip from The Office on what can go wrong in a diversity training.  
Q: *What stereotypes of different groups exist in our society?*



[Nelson Mandela Rivonia Trial Speech \[3:36\]](#)

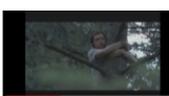
An historic expression of the ideas behind the anti-apartheid struggle.  
Q: *How does discrimination manifest itself in your own society?*



[How Racist Are You? \[47:27\]](#)

Experiment on segregating people on the basis of their eye colour.  
Q: *How far do you think each of us has racist attitudes?*

**j) Presentation and communication**



[The Power of a Good Story \[1:16\]](#)

An exciting (and dubious) tale of how a man came to be in a wardrobe.  
Q: *Can you develop an exciting narrative for your work?*



[How to Sound Smart \[5:55\]](#)

A talk about precisely nothing, using a range of rhetorical techniques.  
Q: *What techniques does the speaker use to emphasise his 'points'?*



[Jargon and Acronyms in NGOs \[3:41\]](#)

A Ugandan comedian discusses how NGOs use jargon to baffle.  
Q: *How can we communicate what we do more simply?*



[Plan Presentation \[8:10\]](#)

A plan is brought to life with pictures, voice and music (Spanish).  
Q: *How can you present possibly dull topics in a more interesting way?*



[How to Create the Ultimate TED Talk \[6:29\]](#)

A statistical analysis of user ratings to suggest the ultimate TED talk.  
Q: *What do you think are the elements of a successful presentation?*

### k) Advocacy



[The Share Experiment \[1:41\]](#)

How we can solve hunger problems if we learn to share.  
Q: *How does this manage to convey a powerful message so quickly?*



[One in Three Women \[2:11\]](#)

WaterAid clip shows what it's like for women not having a toilet.  
Q: *How best to show the human dimension of an advocacy issue?*



[An Introduction to Climate Change in 60 seconds \[1:39\]](#)

A rapid but clear presentation on the causes and consequence of climate change.  
Q: *How can you describe a complex advocacy issue in 60 seconds?*



[Have a Break \[1:00\]](#)

Greenpeace advocacy campaign with corporates to protect rainforests.  
Q: *How can we convey the consequences of an advocacy issue?*



[Africa Stop Ebola \[5:37\]](#)

Song by African musicians with awareness messages on Ebola.  
Q: *What other messages can be spread using music like this?*



[Kony \[29:58\]](#)

A successful but controversial film about the Lord's Resistance Army  
Q: *What do you think about the way the situation is portrayed?*

### l) Development awareness and education



[Is Aid Killing Africa? \[9:36\]](#)

Dembisa Moyo argues that international aid is part of the problem.  
Q: *Do you agree with the argument that aid is not helpful?*



[Peter Gatama – A Terrible Day in My Life \[6:41\]](#)

Personal testimony on the need for reconciliation.  
Q: *What does this say about how reconciliation can be brought about?*



### [Who Wants to be a Volunteer? \[3:59\]](#)

Spoof game show raises questions about attitudes to aid in Africa.

*Q: Does your organisation have any attitudes like those shown here?*



### [Development Boy \[4:22\]](#)

Song mocks a 'development boy' going off to save the world.

*Q: Does this reflect the reality of expatriate aid workers?*



### [African Stereotypes \[2:40\]](#)

Comic representation of stereotypes that persist about Africans.

*Q: What stereotypes of different groups do you think are widespread?*



### [The Danger of a Single Story of Africa \[19:16\]](#)

Chimamanda Ngozi Adichie talks about the danger a single story.

*Q: What are the different ways of seeing the 'story' of your work?*

## **m) Fundraising and marketing**



### [Fundraising Video – Live Aid \[4:19\]](#)

Emotional but effective fundraising video, which raises ethical issues.

*Q: What works with fundraising vs what is acceptable?*



### [Let's Save Africa \[3:26\]](#)

Spoof of patronising fundraising advert for Africa goes wrong.

*Question: How is Africa portrayed in fundraising videos?*



### [Africa for Norway \[3:44\]](#)

Spoof African appeal to help the freezing people of Norway.

*Q: How does fundraising affect people's perceptions of the world?*



### [First World Problems \[1:00\]](#)

Campaign juxtaposes 'first world problems' with clean water issues.

*Q: How can we bring home the relative problems faced by people?*



### [Follow the Frog \[3:09\]](#)

Creative marketing ad for Rainforest Alliance certified products.

*Q: How can you sell what you do better?*

## **Last word**

This is a relatively new area and one that is rapidly developing. Sometimes links disappear, so apologies if you click one of the links above ... and get nothing. If you have come across other video clips (or indeed have found other ways to use them for civil society development), please share your ideas with us and we can incorporate the most useful when updating this Praxis Note.

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