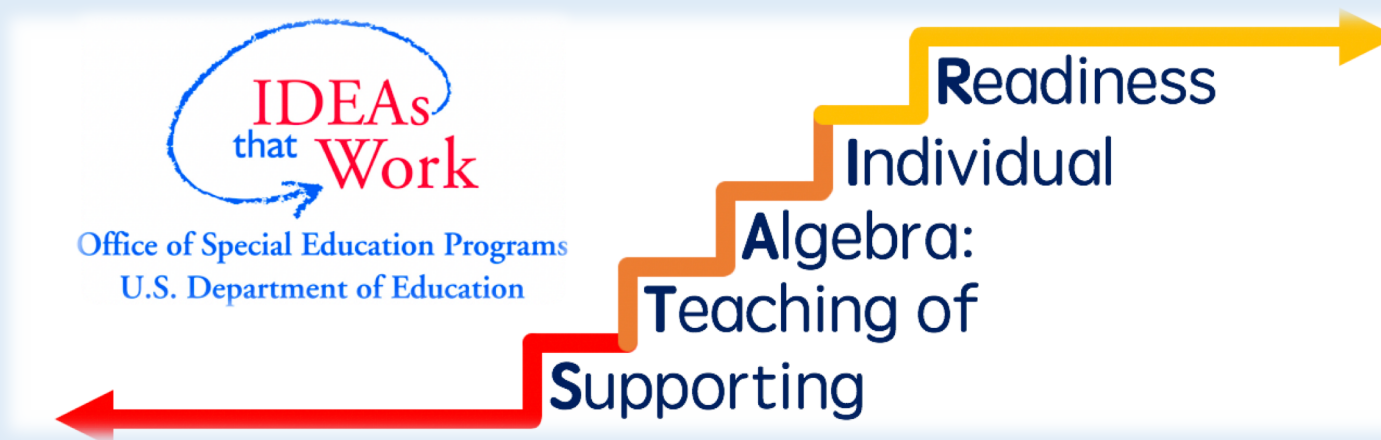


Who is watching us? YouTube data analysis of research dissemination



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Project STAIR seeks to:

- improve middle school **math teachers'** ability to **effectively instruct** their struggling learners.
- provide **individualized professional development** to teachers via short instructional videos to help teachers improve their **general pedagogy** and conceptual **understanding of mathematics**.
- share the videos online for general viewers to access the material.

METHOD

We collected data provided from **YouTube analytics** and anonymous data from surveys provided at the end of each YouTube video.

RESULTS: VIDEO POPULARITY

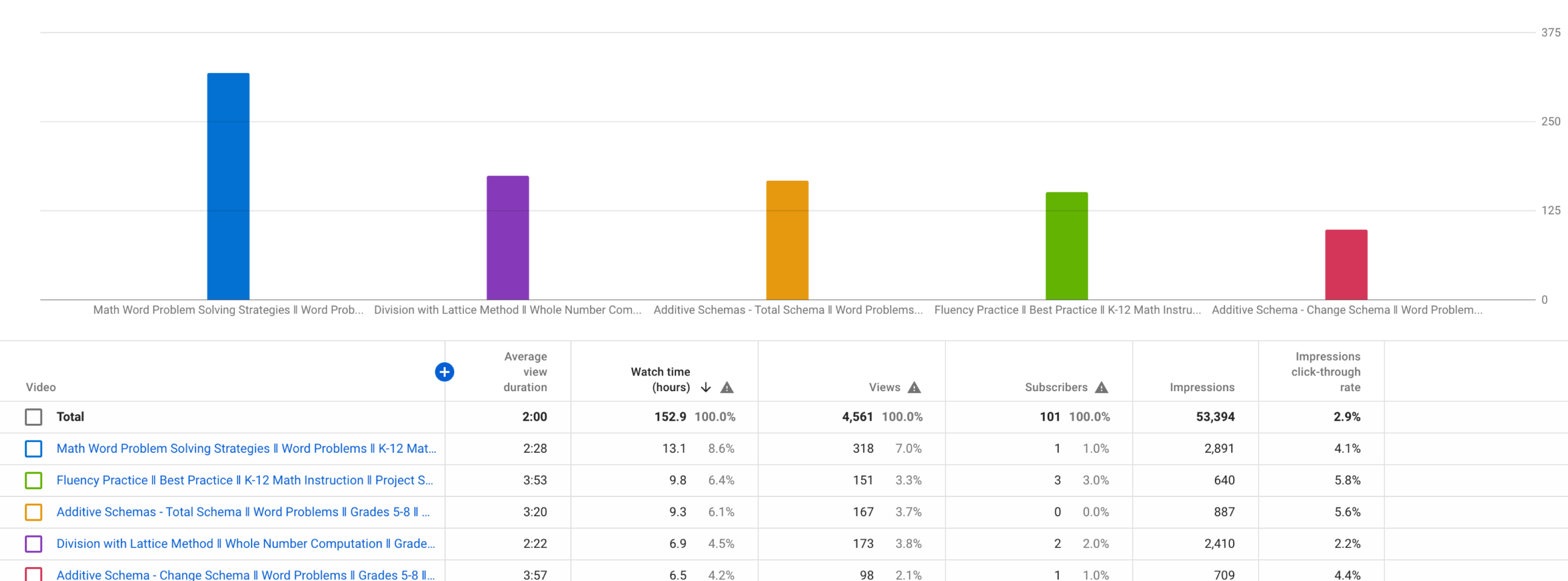


Figure 1. Most popular videos by number of views

Demonstration videos about mathematics content, especially word problem-solving, were the most commonly watched.



Project STAIR YouTube Channel

<https://www.youtube.com/channel/UCE2puwDtUSNXFONIOhmYmvA>

RESULTS: VIEWER TRAFFIC

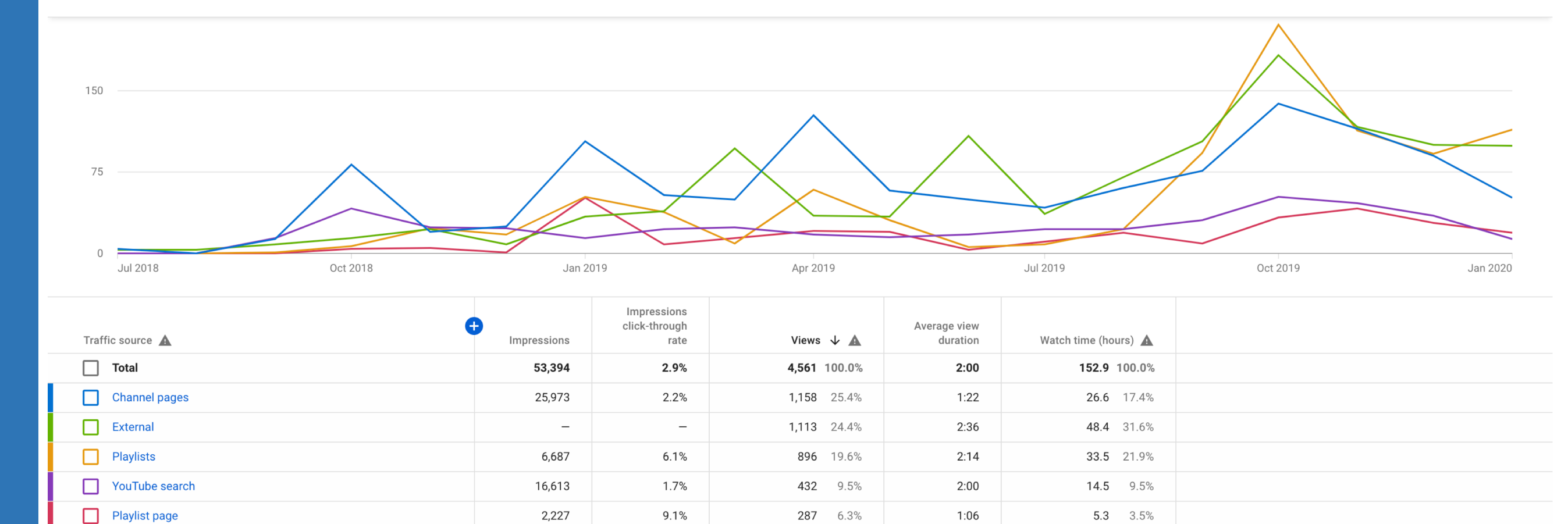


Figure 2. Video traffic source

DISCUSSION

Viewers are:

- watching sometimes only a **portion** of the total video.
- coming to the channel from **outside sources**.
- not searching for terms or stumbling upon Project STAIR material.
- **not engaging** with the platform directly (i.e. completing the optional survey or leaving comments).

QUESTIONS

- How do teachers **interact** with YouTube videos **differently** from other forms of PD?
- How can we capture **the true impact** of this form of PD on teachers' instruction?
- Are the videos alone **sufficient support** for teachers interested in improving their practice?

VIDEO PATHWAYS

The videos were used in a variety of pathways with varying degrees of success:

