

Ted Talks in Higher Education

Cindy Plata-Medina (University Centre Grimsby)

Contact: platamedinac@grimsby.ac.uk

Cindy Plata-Medina is a HE Success Coach at the University Centre Grimsby and has developed extensive knowledge in providing key support to students in both FE and HE sectors. Cindy takes an interest in new strategies available for developing supportive environments, and is currently writing extensively about these for her MA in Education with Bishop Grosseteste University.

Index

Abstract	Page 3
Introduction	Page 3
Horizon Scoping and Literature Review	Pages 4-5
Ethical professional and professional provocation	Pages 6-7
Methodology	Page 7-8
Key findings analysis and discussion	Pages 8-12
Conclusion	Pages 12
Appendix	Page 13-22
References	Page 22-26

Abstract:

This research aimed to explore the use of TED talks in Higher Education; this focused on the impact of the use of TED talks in the classroom, as part of its blended learning method; additionally this will draw the ethnographical work undertaken in previous research, embedding itself into primarily secondary research methods studies.

Introduction:

This research will explore the advantages of implementing TED talks in the classroom, as a form of embedded blended learning style, whilst focusing on the Health and social care sector.

Educators facilitate important information in schools however, the educational sector is rapidly evolving along with technology, (Csikszentmihalyi, 2008). TED talks provide content that meets this criteria within education, which in its mission highlights and promotes teaching in their ideology, which is, 'ideas that are worth spreading'. This gives teachers and other educators access to the innovative practices and speakers. This blended learning innovative style of education gives teacher and educators a diverse and accessible dynamic classroom experience.

This provides discussions, activities and promotes individual learning to students (Mulgan, 2011). As part of the student experience when using TED talks in the classroom; class time can be spent exploring extra content, applying the material to real situations, and or developing methods to extend their learning. TED Talks are as such relevant to educating learners, in this essay one hope to highlight TED talks that promote teaching and learning that inspires and motivation an instructional and continual practices (Awuah, 2007). As our society's challenges continue to demand motivated and knowledgeable individuals by providing informative and engaging sessions, teachers acquire a responsibility to prepare learners to un-puzzle their educational and professional problems. TED Talks aim to provide relevant and mostly current practices, along current issues, and an innovative future possibility (Taibi, et al, 2015).

Furthermore, TED talks have been recognized as useful not only for improving teaching (Takaesu, 2013), but also, for providing evocative substance that inspires teaching and learning, (Banker, et al, 2012). The widespread acceptance of TED talks in classrooms is evident in the numerous lesson plans shared by educators online. (Please see appendix one). Nevertheless, the popularity of TED in the

classroom has resulted in significant analysis of the talks themselves, (Taibi et al, 2016).

Horizon Scoping and Literature Review:

This research aims to demonstrate the importance of blended learning by using TED talks as part of one's pedagogical practice. These practices are currently in action within sessions provided as part of the higher education curriculum. They are used with students who normally come from non-traditional backgrounds and who form part of the widening participation sector. These types of activities form part of the Health and Social Care faculty. These students are considered more likely to interact with TED talks, due to their basis in emerging technologies (Loya and Klemm, 2016). Rubenstein (2012) argued the importance of students who have a rounding in Social work who are familiar with TED talks. This is important for educators in engaging their students in the degree work they are undertaking.

The learning profession and area of work within the Health and Social Care sector, needs to prioritise education training and ensure that the socio-economic, physical, emotional, intellectual and cultural needs of both the learners and the business providers are fulfilled. When doing so, the facilitator of the service can then ensure an excellent customer provision. Guidance is provided to both students and external providers. It could be stated that TED talks bridges of the multi-dimensional gap between the stakeholders in the education sector, can be joined by making sure the identification of the students' education, training and employment needs are being taken into consideration, and to be able to guide them in relation to their current competence. Loya et al, (2016) emphasised the importance of linking education to the sector that those students intend to gain employment in, Northouse, (2013). This increases the empowerment for widening participation students. It is via blended learning that part of these innovative workshops proved to be in demand by the students in today's educational system. These sessions prove to be an extremely successful contribution to the pupils educational development.

This research creates how can this research be performed?

What is Ethnography?

Hammersley and Atkinson (1983) defines Ethnography as 'ethnography involves participating overtly or covertly in people's lives, watching what happens, listening to what is said, asking questions - in fact, collecting whatever data are available to throw light on the issues that are the focus of the research' (Hammersley and Atkinson 1983, p. 1). Beach (2017) argues that Ethnography is firmly rooted in sociological principles harking back to European study of primitive societies. In this case, it can be said that Ethnography is looking for the basic sociological impact of education on participants through studying those individuals.

This type of research places the researcher as the core of the cyclical rotation of reflection self-dialogue. You cannot be removed therefore epistemologically you must be empowered (Mills and Morton, 2013). This qualitative research method is shown in interviews, participant observation, and fieldwork. Ethnography is use in-depth understanding of their participant's everyday environment and the social meanings attached with being part of a particular culture (Brewer, 2000).

What is action research?

This type of research is there to achieve understanding of spiral action research cycles, which consist consisting of four major phrases; planning, acting, observing and reflecting. This research is carried out as an activity or occupation, to improve the methods or approaches of the formulated question (Zuber-Skerrit, 2000, p 2).

What are TED Talks?

A TED Talk is a presentation at the main TED (technology, entertainment, design) conference or one of its many satellite events around the world; the conference has been held annually since 1990 (TED, 2017). This is a non-profit devoted to spreading ideas, usually in the form of short, powerful talks. TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics, from science to business to global issues, in more than 110 languages. TED talks ideology is 'ideas worth spreading'(TED, 2018).

What is blended learning?

The term blended learning has gained considerable prevalence in recent years as a description of particular forms of teaching styles, whilst incorporating technology. However, like so many terms within education the meaning of flipped or blended learning can vary and be interpreted in diverse forms (Whitelock and Jelfs, 2003). 'Blended learning', is defined as the integration of face-to-face teaching with online activities (De George-Walker, Keeffe, 2010; Macdonald, 2008).

Ethical, Professional and personal Provocation:

Daniel and Aroma, (2011) states that some difficulties of secondary research are that it is often selected with a specific purpose in mind, an aim that may produce a deliberate or unintentional bias. Therefore, secondary research must be evaluated carefully as this can at times be bias or qualitatively lineal. (Please see appendix two) where further guidance in relation to secondary research methods is given in a diagram.

TED conferences invite professionals from a variety of communities, disciplines and cultures to share their achievements and innovations through tightly timed onstage presentations. Videos and transcripts are then made freely available online. Their target audience focuses on a wide range of cross-disciplinary topics, and the

accessibility of distinguish TED talks ranges from academic lectures or conference presentations (TED, 2017).

Methodology:

This paper will explore the use of TED talks in Higher Education, focusing on the impact of the use of TED talks in the classroom and drawing comparisons between this action research and ethnographical work undertaken in other study's. (Graham, et al; 2003). Using video in various formats, including YouTube and TED talks, allows us to illustrate a concept or principle while making classes more relevant and relatable to Health and Social Care students. Berk (2009). By the same token, multimedia allows educators to their subjects in inventive ways that can captures student's attention, these sessions provide a catalyst for thoughtful discussion, generating dialogue to difficult or complex points (Williams, 2006). This paper will capture the reflections of those involved and the engagement that the TED Talks hope to provoke.

Ethnographical research based on TED Talks focuses on teaching of English as a foreign language, known either as English for Academic Purpose or more commonly TESOL. Leopold (2016), Yu-Jung and Hung-Tzu (2015), have conducted research on students who have used TED talks as an inspiration in the classroom. This is due to the authentic resource that TED creates for students who are studying English as a second language.

According to the learning analytics executive reports by Arroway, et al, (2015) and Kuzilek, et al, (2015), the first stage of implementing learning analytics is to identify at-risk students. This early identification in the research originated from the implementation of a course that had high withdrawals of students (Yang, et al, 2017). Lizcano, et al,(2014). This research collected historical data of 100 students in a learning environment consisting of five variables, this research discovery patterns where between students that withdrew and did not withdraw students groups. The research concluded with a 90% classification accuracy through a verification process involving 100 students. Indicating that blended learning and early identification of students at risk shows advantageous to keep students engaged and on programme.

(Thammasiri, et al, 2014). This is also reinforced by (Graham, et al , 2003) as this also uses video in various formats, including YouTube and TED talks. It allows us to illustrate a concept or principle while making classes more relatable to students, generating dialogue to challenging or complex points (Williams, 2006).

Key Findings, Analysis and Discussion:

This research hopes to indicate that TED Talks is conveyed into the classroom. Learners can obtain a better understanding of subjects, they could have not fully understood. This also allows students to critically think and evaluate the world and their knowledge, promoting the and discussion of their learning. Stephanie Lo (20017), Director of TED-Ed Programs, instructs educators to use TED Talks as a gateway to inspire and teach students to think. She recommends that teachers should use this resource to facilitate learning, as this can create dynamic lessons shaped specifically for learners. She states that TED talks are a source of 'percolation of ideas.' Therefore, it can be said that, TED Talks works better when educators use them to provide a perspective and to generate discussions around challenging topics such as the health sector and its evolution in society.

TED Talks form part of an innovation practice within innovation, as it bringing experts into contact with their hearers and learners who can at times achieve great knowledge in less than 20 minutes. (Please see appendix three).

Clegg (2003) highlights that technology in education forms a perspective which aligns well with Feenberg's, claiming that essentialist and instrument- alist (Hamilton and Friesen, 2013). Constructions of both technology and globalisation in government and institutional policy seem to constrain teachers to the choice between positively embracing digital education, or 'standing aside and watching its inevitable unfolding'. This highlights that technology and post modernism within teaching and learning could be a bias misconstrued or alliance of teaching as we see it, demonstrating that innovations such as TED talks in the classroom can create a

great impact in the evolution of education as a whole. In this modern times the competitions between higher education are very challenging, as this competes with their resources and availability as such, demonstrating that this approach may be an way to make courses more available for the wider community. This can too offer meaningful and relevant informative courses and innovative teaching methods enabling students who then can apply this in their own professional practices, thus enhancing the retention and achievement of students.

TED talk Ethnographical research paper samples that form part of this reflexions and evaluation

TED talk Sample- A Pharmacy Elective Course on Creative Thinking, Innovation, and TED Talks, (Extract) (please see appendix six)

Educators often lament that students are more concerned with getting a good grade as opposed to thinking and learning. As some pharmacy educators have stated, most of our programs do not foster student development of innovative thinking. The purpose of the Creative Thinking for Innovation elective course was to teach students how to invoke creative thinking, develop an original idea pertaining to health care, and use an engaging TED Talks presentation format to communicate that idea to a learners. This established Results from the course have been more positive than expected. In addition to data collected for evaluation purposes, it was clear that most of the students embraced an innovative mind-set and spent considerable time developing their ideas. The course philosophy and culture regarding risk-taking and innovative thinking may have been the most instrumental to the course's success. Pre to post: American Journal of Pharmaceutical Education (2016; 80 (10) Article 170. p,0.05).

This sample was taken from a research made to explore TED talks and its contribution into students development, (Graham, et al, 2013), highlights that the model of blended learning as a teaching approach should perhaps be further

evaluated and analysed to then be able to gather and concessive review and provide a broader picture of what blended learning enables and proves students with moreover, (Halverson, et al, 2016) demonstrated that , Blended learning has been classified in diverse frameworks and approaches. However, currently, no single approach exists, demonstrating that this is a field that would need further research, as there is not one single approach to this but various dimensions.

Honing EAP Learners' Public Speaking Skills by Analysing TED Talks

(Extract) (please see appendix five)

'I felt so thrilled that I could finally adopt some new skills introduced in the class, emulating all those great speakers whom I have admired.' Conclusion If the lesson helps even one student develop the confidence to conquer the fear of public speaking, a fear more prevalent than the fear of death itself (Dwyer & Davidson, 2012), then it is valuable. It is hoped that this activity may shed some light on "what makes a presentation effective in schools (Bankowski, 2010, p. 187).

This highlighted as a critical gap to fill in the existing research on public speaking pedagogy. This could highlight that specific employment of information and communication technology (ICT) which use can be measured in terms of perceptions (Cooner 2010 and Lopez-Perez, 2011). This could be said too establishes a link between the use of technology and academic achievement for example, when evaluating learning this can be used to demonstrate understanding, this proves to be an important fundamental part in education and technology (Zhao and Conway 2001).

Exploring TED Talks as a Pedagogical Resource for Oral Presentations: A Corpus-Based Move Analysis

(Extract) (please see appendix four)

Chang & Huang: Exploring TED Talks as Pedagogical Resources for Oral Presentations, this provided 51 diversify the talks (Tardy, 2011, p. 67). In fact, the framework established in this study allows a much more fluid and dynamic presentation structure compared to the presentation models advocated by traditional public speaking/presentation textbooks (e.g., Powell, 2010; Williams, 2008).providing students with presentation skills for their life development. (Hrastinski, 2008).

This argues that presentation skills can only be specialised in a setting that provides a face to face or experiential learning approach. However, blended learning provides a solutions in the form of a bespoke virtual classroom facilitating a good substitute to the traditional face to face style of learning, giving flexibility to learners, research shows, within synchronous online sessions, a more readily feedback approach and the sense of a more inclusive community learners where there is more support available in order to overcome learners and tutors isolation that they might experience while communicating asynchronously Hrastinski, (2008). This positive feedback is also argued by (Linardopoulos, 2010)were he to highlights the positive attributes of blended, in depended learning.

Furthermore, this ethnographic research demonstrates that, the use of TED Talks as per evaluated within this research and primary sources of research previously gathered by academia, highlights that TED talks can and are been use as a teaching tool which has become increasingly popular across a variety of disciplines within the industry, (Broadway, et al, 2012, p. 261). Supports this research recognizing that TED Talks are relevant to the educational sector as the educational sector is rapidly evolving, making technology a part of the humanistic evolutionary of education post-modernism. This topic of research and understanding is further supported by the research titled The influence of national culture towards learners interaction in the online learning environment which further demonstrated that In blended learning or distance learning environment, learners can use interactive features allocated to

communicate with peers and tutor. This highlights that there is a high level of interaction and that this positively affects the efficacy of the blended learning approach further supporting the sector as such. This research further supports that the behavior of learners and their interaction is influenced positively by various aspects, such as the learning environment, their own personal learning interests and style, as a whole facilitating skills of tutor, and improving the national culture environment of education and creating a positive impact in education. This structural approach has been demonstrated by too on appendix seven.

Conclusion:

This researched in parallel with other studies the findings of this research shows that blended learning will be a widespread teaching technic in the world of education an and the employment sector, (eLearning Guild, 2003; 2005 Industry Report, 2005), please see appendix eight, as this furthers show that blended learning is the way forward in the educational sector making TED talk a great contribution along with this. This research also demonstrated the current state of blended learning in education, which shows that it is a trend that is here to stay and educate the new era of the post humanistic education,

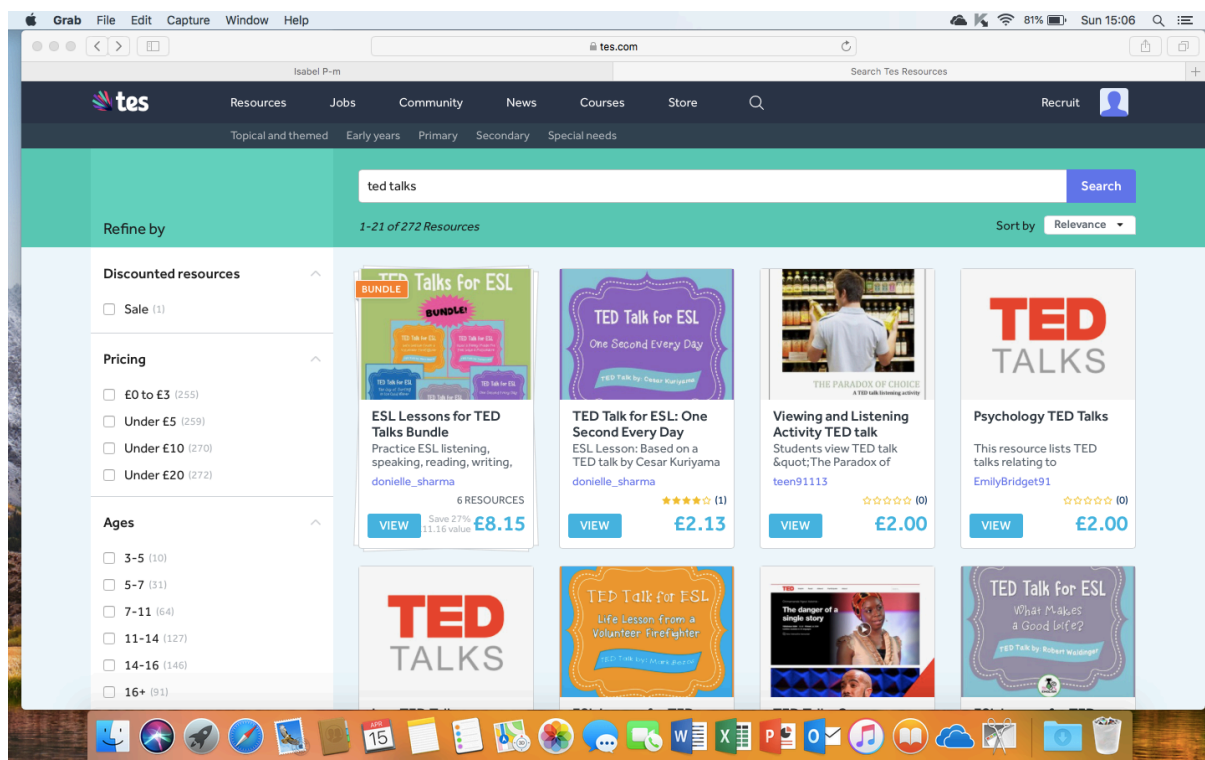
During this secondary research it has been noted there was and is a need for such pedagogical practice, as these are currently been supported and are also becoming a great part of the curriculum, supporting student who normally come from non-traditional backgrounds and who form part of the widening participation sector, making these types of activities interactively didactic for all learners.

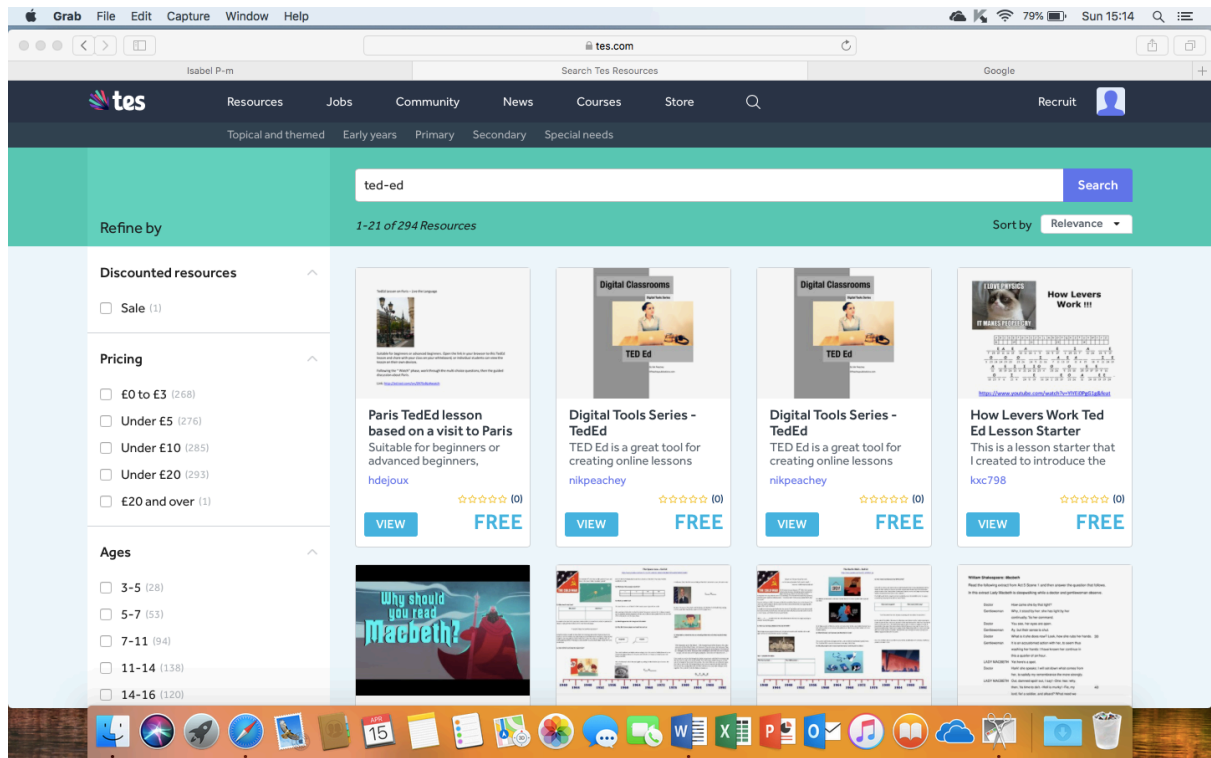
Furthermore and not withstand, is was also noted that this is a field of education that needs further research as this evolves with technology and although it has been proving successful this research do too create a bias as there is not sufficient nor on ted talk and or in blended learning research that shows a more wider perspective into the real view of the educational sector as a whole.

Appendices

Appendix one

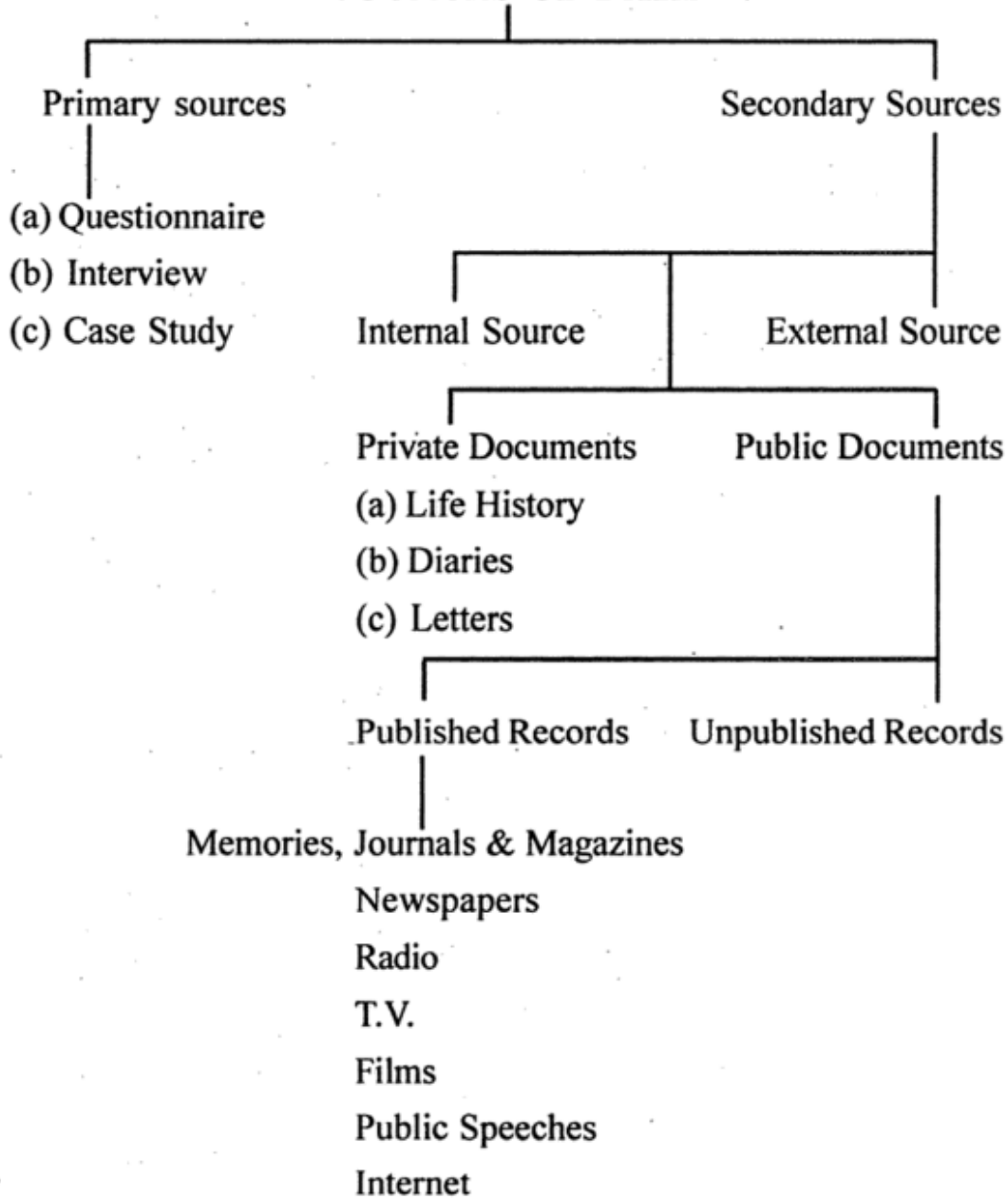
Learning resources readability for classes using Ted Talks resources





Appendix two.

Figure 5.1
SOURCES OF DATA



Internal Source and External Source

There are two categories of secondary data namely Internal

Appendix three

Table 1
Length and Duration of TED Talks

	Introduction	%	Body	%	Conclusion	%	Full Presentation	%
Average Words (SD)	651.5 (485.3)	22.50%	1,965 (599.8)	67.80%	278.5 (196.9)	9.70%	2,926.5 (415.5)	100%
Average Time (SD)	4 min. 20 sec. (2 min. 56 sec.)	23.41%	12 min. 4 sec. (3 min. 8 sec.)	65.81%	1 min. 58 sec. (1 min. 18 sec.)	10.78%	18 min. 22 sec. (1 min. 12 sec.)	100%

Note. SD: Standard deviations of running words and time.

Appendix four

Exploring TED Talks as a Pedagogical Resource for Oral Presentations: A Corpus-Based Move Analysis

IMPLICATIONS Pedagogical Implications Several pedagogical implications can be extrapolated from the present study to assist instructors in teaching and aid learners in trying to master oral presentation. First, the use of corpus-based move analysis to study TED talks has resulted in the development of a genre prototype based on move frequencies, lengths, and patterns of occurrence and association. Such genre prototypes are valuable for they not only serve as useful instructional materials for TESOL professionals (Tarone & Kuehn, 2000), but also “help novices learn to understand and produce a genre that is new to them” (Connor et al., 2007, p. 40). When incorporated into instructional materials, the prototypical framework, exemplified by the moves and steps illustrated in the previous sections, will inform novice presenters of the basic structures utilized by TED celebrity speakers. Second, we believe that by highlighting variations together with regularities among TED talks, the findings can be adopted into course materials to provide a more balanced instruction of both the “centripetal forces that act to make genres similar” and the “centrifugal forces” that 英語教學39(4)-02 張緒容.indd 50 2016/1/21 下午 02:14:59 Chang & Huang: Exploring TED Talks as Pedagogical Resources for Oral Presentations 51 diversify the talks (Tardy, 2011, p. 67). In fact, the framework established in this study allows a much more fluid and dynamic presentation structure compared to the presentation models advocated by traditional public speaking/presentation textbooks (e.g., Powell, 2010; Williams, 2008)—for instance, the A (attention grabber), B (benefit of listening to the talk), C (speaker’s credentials), and D (direction/outline of the talk) for introductions or the “signal-summary-conclusion-closing remarks” sequence for conclusions. Facing the common absence of perfect instructional materials (Swales, 2009), we encourage instructors to not only supplement textbook materials with these highly diversified, easily accessible, and often thought-provoking talks, but also provide students with opportunities to practice analyzing, comparing, and evaluating the rhetorical structure of TED talks against the prototypical framework. For example, students can be guided to answer questions such as when, why, and how speakers follow or digress from the framework or textbook models. Finally, with TED’s increasing popularity, several manuals have been published recently on how to deliver talks like TED speakers (e.g., Donovan, 2012; Karja, 2013). It is important to note that the findings in the present study are not intended for such a purpose, and the linguistic, rhetorical or structural patterns extracted from the talks should not be introduced as a formulaic one-size-fits-all solution. Though the analysis of the TED talks in the present study has shown its potential in aiding the teaching of oral presentation, learners should be made aware of the unique contexts and purposes that influence the delivery of these TED talks; they should be encouraged to reflect critically on TED’s definition of creativity and ingenuity, the kinds of experiences and knowledge represented and valued onstage, and the relationships between TED organizers, speakers, and their (live and web) audiences. Through extensive practice, novice presenters may have better prospects of developing a more realistic and nuanced understanding of the genre and thereby make rhetorical choices appropriate for their individual presentation contexts and purposes.

Appendix five

Honing EAP Learners' Public Speaking Skills by Analyzing TED Talks

This student's observation echoes some scholars' findings that combining memorable statistics and narratives, rather than using a single form of support, may be most persuasive (Allen et al., 2000). Because the class activities were scaffolded from awareness-raising to performance-based tasks, students could apply the techniques learned from analyzing professional models to make the supporting points in their own presentations memorable. Although this lesson succeeds in honing students' ability to make supporting points memorable, it is also challenging: specifically, it might be difficult for less proficient students to understand TED talks when listening to them only once. Thus, instructors may wish to assign students to watch the speeches at home for comprehension before watching them in class for discussion. Moreover, the second part of the lesson requires students to think creatively to develop an extemporaneous speech using a particular form of support, which might be difficult in limited class time. Thus, it might be helpful to assign the speech as homework for the following class, allow students to choose any topic using that form of support or collaborate in teams to deliver it. To increase students' motivation, instructors could design the extemporaneous activity as a competition with a prize awarded for the most memorable presentation. On the other hand, some students may find the challenge of the extemporaneous speech motivating rather than daunting: through this lesson, students may realize their potential in public speaking, an area in which many lacked confidence. After this lesson, one student expressed in a reflective assignment, "I felt so thrilled that I could finally adopt some new skills introduced in the class, emulating all those great speakers whom I have admired." Conclusion If the lesson helps even one student develop the confidence to conquer the fear of public speaking, a fear more prevalent than the fear of death itself (Dwyer & Davidson, 2012), then it is valuable. It is hoped that this activity may shed some light on "what makes a presentation effective in school and how explicit instruction can help prepare students for the kinds of presentation activities they will need in academic and professional settings," an area that Bankowski (2010, p. 187) highlighted as a critical gap to fill in the existing research on public speaking pedagogy in EAP. This article provides one example of a successful public speaking lesson for EAP learners, and, with additional research on public speaking methodology in EAP, learners will be better equipped to attain the academic sociolinguistic competence and public speaking skills needed to excel at presentations that are critical for their academic and professional success.

Appendix six

A Pharmacy Elective Course on Creative Thinking, Innovation, and TED Talks

Jeff Cain, EdD, MS

University of Kentucky College of Pharmacy, Lexington, Kentucky
Submitted November 9, 2015; accepted May 4, 2016; published December 25, 2016.

Objective. To implement and assess an elective course designed to enhance student creative thinking and presentation skills.

Design. A two-credit elective course was developed that incorporated creative-thinking exercises, article discussions pertaining to creativity, TED Talk (TED Conferences, New York, NY) analyses, and presentation design and delivery exercises.

Assessment. Assessment instruments included pre- and post-course Torrance Tests of Creative Thinking (TTCT). A scoring rubric was developed and used to evaluate a final mock TED Talk presented to faculty and students. Course evaluations were also used to assess student experiences in the course. Students' TTCT verbal creativity scores increased significantly ($p,0.05$) during the course and their mock TED Talk mean scores (13566.4) out of 150 were rated highly.

Conclusion. The outcomes from this elective course confirmed that pharmacy students could develop and present an original "idea worth sharing" using the TED Talk format.

Keywords: creativity, innovation, TED Talks, communication

INTRODUCTION

Innovative thinking, creativity, problem solving, and communication skills are becoming increasingly important for professionals in all fields. Exponentially increasing amounts of bio-medical information, advances in technology, and cost-efficiency requirements of health care are exerting demands on the health care system, making innovation a critical asset to all organizations.¹ A 2012 survey by the American Management Association revealed that executives consider "creativity and innovation" and "communication" as two of the four critical skill sets necessary for growing business in the 21st century.² Several health systems (eg, Mayo Clinic, Kaiser Permanente) have recognized the importance of creativity in addressing health problems of the future and have established "innovation centers."³ Creativity is now an important element of business education with 80% of entrepreneurial programs requiring some form of creativity training.⁴ Similar to entrepreneurial education, teaching future health care practitioners how to think creatively is one important factor in fostering innovation.⁵⁻⁷ Across pharmacy education, critical thinking is a universally

Corresponding Author: Jeff Cain, 114 M Bio Pharmaceutical Complex, University of Kentucky College of Pharmacy, 789 South Limestone St., Lexington, KY 40536-0596. Tel: 859-257-4429. Fax: 859-257-7297. E-mail: jrcain00@email.uky.edu

desired outcome, but creative or innovative thinking is another valuable form of thinking that has received considerably less attention.⁸ While not typically thought of with regard to pharmacy, the types of "soft" skills required of pharmacists to develop alternative and novel solutions to health care issues are becoming more evident and are included in the 2013 Center for the Advancement of

Appendix seven

330

The Quarterly Review of Distance Education Vol. 9, No. 3, 2008

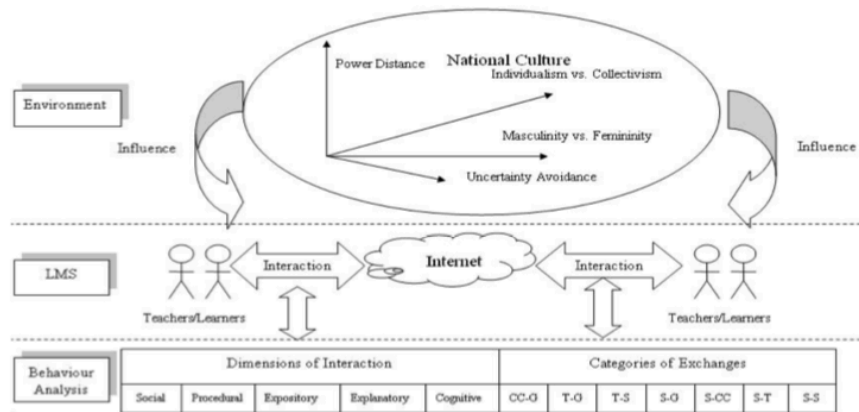


FIGURE 1
Research Framework

Appendix eight

RESPONDENTS' PREDICTIONS ON EVALUATION METHODS TO BE WIDELY USED FOR BLENDED LEARNING IN THE COMING DECADE		
ANSWER	NUMBER OF RESPONSES	RATIO (%)
1. Employee performance on the job	35	30.4
2. Return on investment calculations	16	13.9
3. Comparison of learner achievement with those in face-to-face classroom settings	15	13.0
4. Cost-benefit analyses	12	10.4
5. Course evaluations	9	7.8
6. Employee performance on simulated tasks of real-world activities	8	7.0
7. Time to competency	8	7.0
8. Learner satisfaction questionnaires	6	5.2
9. Course completion rates	3	2.6
10. Computer log data of student use and activity	2	1.7
11. Other	1	0.9
Total	115	100.0

References

Almagor, E. and Skinner, J. (2013). *Ancient Ethnography: New Approaches*. Bloomsbury: London.

Beach, D. (2017). ETHNOGRAPHIC LENSES AND POSSIBILITIES: International Trends and Developments in the Ethnography of Education. *Acta Paedagogica Vilnensia*, 3915-30. doi:10.15388/ActPaed.2017.39.11455

Bernard, H. R. (2004) *Research Methods in Anthropology*. Thousand Oaks: Sage Publications.

Brewer, D. J. (2000). *Ethnography*. Philadelphia, PA: Open University Press.

Campbell, McNamara and Giroy (2004). Professional research and professional development in Education. London: SAGE.

Chang, H. (2016) Autoethnography as Method. Routledge Publication.

Cruz, E. V. and Higginbottom, G. (2013) The use of focused ethnography in nursing research. Nurse Researcher. 20, 4, 36-43.

Cain, J 2016, 'A Pharmacy Elective Course on Creative Thinking, Innovation, and TED Talks', American Journal Of Pharmaceutical Education, 80, 10, pp. 1-10, Education Research Complete, EBSCOhost, viewed 13 April 2018.

Carson, T 1990, 'What Kind of Knowing is Critical Action Research?', Theory Into Practice, 29, 3, p. 167, Business Source Elite.

Educational Technology & Society, 21, 2, pp. 220-232, Education Research Complete, EBSCOhost, viewed 15 April 2018.

Fine, G. A. (1993). Ten Lies of Ethnography: Moral Dilemmas in Field Research, Journal of Contemporary Ethnography, 22 (1993:Apr.-1994:Jan.) p.267

Hammersley, M., & Atkinson, P. (1983). *Ethnography: Principles and Practice*. London: Routledge, 1983

Hammersley, M. (2002) "Ethnography and the disputes over validity." Debates and Developments in Ethnographic Methodology. Ed. Geoffrey Walford 6 (2002): 7-22.

Harvey, L. (1987) Myths of the Chicago School of Sociology. Brookfield: Avebury.

McNiff, J. and Whitehead, J. (2006). Action Research. SAGE: London

Mills, D. and Morton, M. (2013). Ethnography in Education. SAGE: London.

López-Pérez, M, Pérez-López, M, Rodríguez-Ariza, L, & Argente-Linares, E 2013, 'The influence of the use of technology on student outcomes in a blended learning context', *Educational Technology Research & Development*, 61, 4, pp. 625-638, Academic Search Elite, EBSCOhost, viewed 16 April 2018.

Leopold, L. (2016). Honing EAP Learners' Public Speaking Skills by Analysing TED Talks. *TESL Canada Journal*, 33(2), 46-58.

Loya, M. A., & Klemm, T. (2016). Teaching Note—Using TED Talks in the Social Work Classroom: Encouraging Student Engagement and Discourse. *Journal Of Social Work Education*, 52(4), 518-523. doi:10.1080/10437797.2016.1198291

Lu, O, Huang, A, Huang, J, Lin, A, Hiroaki, O, & Yang, S 2018, 'Applying Learning Analytics for the Early Prediction of Students' Academic Performance in Blended Learning', *Journal Of*

Radcliffe-Brown, A. R. (1958) *Method in Social Anthropology*. Chicago: University of Chicago Press.

Rosenthal, R. and Rosnow, R. L. (2007) *Essentials of Behavioral Research: methods and analysis*. 3rd ed. New York: McGraw-Hill.

Rashid, M., Caine, V., and Goetz, H. (2015) The Encounters and Challenges of Ethnography as a Methodology in Health Research. *International Journal of Qualitative Methods*. 1 – 15. DOI: 10.1177/1609406915621421.

Raffo, D. M. (2016). TED Talks and Leadership Education: Ideas Worth Sharing. *Journal Of Leadership Education*, 15(3), 23-30. doi:1012806/V15/I3/A3

Rubenstein, L. D. (2012). Using TED talks to inspire thoughtful practice. *The Teacher Educator*, 47, 261–267. doi:10.1080/08878730.2012.713303

Smith, D. E. (2005). *Institutional Ethnography: A Sociology for People*. Altamira Press.

Smirnova, N, & Nuzha, I 2013, 'Improving Undergraduate Sociology Students' Presentation Skills through Reflective Learning in an Online Learning Environment', *Journal Of Online Learning & Teaching*, 9, 3, pp. 406-417, Education Research Complete, EBSCOhost, viewed 17 April 2018.

Thomas, J. (1993). *Doing Critical Ethnography*. SAGE: London.

Taibi, D., Chawla, S., Dietze, S., Marenzi, I., & Fetahu, B. (2015). Exploring TED talks as linked data for education. *British Journal Of Educational Technology*, 46(5), 1092-1096. doi:10.1111/bjet.12283

Technology, Entertainment, Design (2017). *History of TED*. Retrieved from: <https://www.ted.com/about/our-organization/history-of-ted>

Technology, Entertainment, Design (2017). *TED*. Retrieved from: <https://www.TED.com>.

The Times Education Supplement 2017. *tes*. Retrieved from: <https://www.tes.com>.

Warr, D. (2004), “Stories in the flesh and voices in the head: reflections on the context and impact of research with disadvantaged populations”.

Wu, B. & Teoh, A. (2008). 'THE INFLUENCE OF NATIONAL CULTURE TOWARD LEARNERS' INTERACTION IN THE ONLINE LEARNING ENVIRONMENT: A Comparative Analysis of Shanghai TV University (China) and Wawasan Open University (Malaysia)', *Quarterly Review Of Distance Education*, 9, 3, pp. 327-339, Academic Search Elite.

White, M. D. and Emily E. M. (2006) "Content Analysis: A Flexible Methodology," *Library Trends* 55:1 (Summer 2006).

Yin, R. K. (1981) "The Case Study as a Serious Research Strategy," *Knowledge, Creation, diffusion, Utilization* 3:1 (Sept. 1981).

Yu-Jung, C., & Hung-Tzu, H. (2015). Exploring TED Talks as a Pedagogical Resource for Oral Presentations: A Corpus-Based Move Analysis. *English Teaching & Learning*, 3929-62. doi:10.6330/ETL.2015.39.4.02

Zuber-Skerritt, O. (2000) A generic model for action learning and action research programs within organisations. *ALAR Journal* 5 (1), 41–50.

Zuber-Skerritt, O. (2000) Leadership Development of Academic Women through Action Learning and Action Research: Progress Reports No 1 and 2. IDP Education Australia, Canberra.