

# Youtube And Its Role In Education Content: A Descriptive Overview

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## **Abstract**

The video-sharing website YouTube is a Web 2.0 stage for appropriated video sharing that is notable among understudies, colleges, and scholastics. This article investigates the YouTube channels made by three trained professionals - Dave Cormier, Wendy Drexler, and Michael Wesch - who have research interests in development helped to learn and have made YouTube channels to share their revelations. It is the example of movies that every researcher posted and named as "instruction" on their YouTube stations that will be the focal point of the exploration. The data accumulated from the substance examination gives for a superior comprehension of what material is being shared and how it is being shared. The general discoveries suggest that analysts who have an individual channel or one that is officially associated with the college are bound to disseminate recordings made as an outcome of their work as researchers, with a portion of these movies, in any event, offering copyright to the school. Each of the movies examines points and thoughts that are tantamount to each other as far as the reconciliation and utilization of innovation in training, yet the way used to pass on their shifts.

**Keywords:** YouTube, web 2.0, Open Educational Resources (OER).

## **Introduction**

The development of the web, just as the presentation of Web 2.0 stages, has permitted phenomenal levels of commitment and correspondence between clients, just as the sharing and formation of content through the web. Teachers, students, and educational institutions will face increasing demands as a consequence of these new measures, which will increase the number of obligations that they will have to shoulder[1]. Colleges and universities are now faced with the need of adapting to Web 2.0 and eventually morph into University 2.0. Using understudies' solid commitment in such internet-based spaces, like YouTube or Facebook, schools are endeavoring

to arrive nearer to them by having an authority presence in similar web-based areas. However, regardless of this, numerous advanced education foundations are reluctant with regards to how much their cooperation in these Web 2.0 stages ought to be thought of. While numerous scholastic organizations are reluctant to share their data, numerous specialists are stepping up and doing as such utilizing Web 2.0 innovations and online open settings, like sites, wikis, and YouTube, among different stages [1].

It is the objective of this essay to examine the YouTube channels created by academics in their roles as instructors and researchers, where instructional films are freely shared alongside other types of content videos. The inspiration driving this article is to add to a predominant appreciation of the substance that is participated in informational accounts that are disseminated on YouTube channels, unequivocally those of three analysts - Dave Cormier, Michael Wesch, and Wendy Drexler - and that are available on their specific YouTube channels. They were picked for this position as a result of their review of the mix and utilization of innovation in instructive settings (see beneath). A substance investigation of movies transferred on the YouTube stations of each picked researcher, which had been assigned as "instructive," was completed, for this reason, utilizing a subjective method, after which the recordings were assessed for their instructive worth. According to the article, an overview of chosen YouTube user channels is provided, as well as a full study of each video, and the findings are discussed in depth[2].

### **Overview of YouTube**

YouTube was set up in 2005 as a free local area web stage that licenses individuals to handily post, watch, and proposition video cuts. It is available to anybody with a web affiliation. Make your channels where you can transfer and share recordings, remark, rate, find and post related recordings. This transforms your site into where individuals can meet up and associate. YouTube is presently recorded as the third most well-known site on the planet, with countless clients from everywhere the globe, multiple billion videos seen each day, and 35 hours of video posted each moment, as per ComScore. Additionally to Downes' declaration, YouTube has flagged the start of the shift from a static to a unique Internet, and its advantages incorporate the boundless accessibility of video designs and the amount of material included inside the recordings[2][4]. Among the kinds of recordings accessible on YouTube are private or beginner recordings, ads, and excellent expert movies. All YouTube clients can unreservedly share recordings on the site by presenting them on suitable classes like diversion, news, and legislative issues, film and movement, gaming, instruction, etc. Nonetheless, the most well-known classes are as yet respected to be music, diversion, and comedic exhibitions. According to Burke, the designation of movies as "educational" is most often employed by the government, community organizations, instructors, and students themselves, among other groups [3].

In this case, how can YouTube ensure that the videos are of high instructional quality? The issues raised by these considerations prompted the establishment of YouTubeEDU, which was

introduced in March 2009 as a specific category of education, with the goal of allowing users to contribute instructional videos. Its goal was to provide prominent schools and university partners with the ability to post their movies via customized channels, allowing them to promote the brands of their respective institutions to the general public. In any case, to be considered for YouTubeEDU, a client's channel should as of now be shaped and have an adequate number of instructive recordings to be assessed [4]. Because of the requirement for instructive foundations to have a formerly existing channel, the issue of the models for ordering "training" films stays unanswered: how might YouTubeEDU guarantee that the recordings are indeed instructive in nature? The reason for this work isn't to give a reaction to the theme tended to, yet rather pass on the reflections that have been created [4].

### **YouTube in Education**

YouTube has been used in various educator learning conditions, including homerooms and distance learning. Educators and understudies, it appears, utilize it as an instructive asset: to introduce a subject, coordinate exercises in the homeroom, produce recordings, work with video assets, and include their students in procuring computerized abilities, as indicated by the report. Likewise utilized in internet-based homerooms and far-off training courses to make a sensation of study hall local area and further develop understudy results, just as for remote learning courses. Furthermore, YouTube is regarded as a cutting-edge method of learning for students who are visually or physically handicapped [5].

YouTube videos may be used to motivate and engage students, as well as to promote the digital learning style of the Net Generation. Video content is regarded as successful because it makes use of both hemispheres of the brain: the rational and the creative, and because it incorporates both spoken and visual information. Most experts agree that this method works best for beginners and visual learners. The educational potential of films is growing in all fields of research since they enable scientists to illustrate in greater detail what is occurring in their scientific studies.

### **YouTube as an Open Educational Resource**

Open Educational Resources (OER), which are depicted as "digitalized assets made accessible unreservedly and transparently to teachers, understudies, and free students," make it simpler for anybody to gain admittance to data [6]. Subsequently, YouTube has been viewed as a part of the open instructive assets (OER) development since it makes instructive substance accessible through data and correspondence innovation. There are, in any case, certain deterrents to survive. Jones and Cuthrell bring up that the most essential one is the cautious determination of satisfactory substance with evident instructive worth from among the huge measure of uninhibitedly accessible data accessible on most interpersonal interaction locales. In a similar vein, Berk asserts that picking videos for classroom usage entails a number of difficulties, including selection criteria, genres of films, and the sources from which movies are selected. The author argues that among the acceptable selection factors be taken into consideration are the qualities of the students, the content

of the video, and the structure of the film, which includes duration, setting, characters, activities, and visual signs [7][9]. Moreover, liberated admittance to YouTube doesn't guarantee nonstop video accessibility, which implies that recordings might be transferred to and eliminated from the site at any second by "a designer" or by the site director, contingent upon their circumspection. Thusly, it is basic to keep exploring the utilization of YouTube recordings in instruction just as the substance of recordings presented by instructors under the classification "training" on the YouTube site [6].

### **The use of YouTube in Formal, Informal and Non-formal learning**

As of late, different examinations have been distributed that depict the use of recordings in formal and casual schooling settings, both in official and casual training settings [7]. The use of recordings, then again, has been reexamined because of the ascent of video-sharing apparatuses like YouTube.

Considering the new and moved applications that can be made of movies assembled from sharing developments, like YouTube, to comment on or rate them, there is a more unmistakable capacity of making procedures for using these resources for increase learning. The usage of video-sharing stages like YouTube for instructive purposes, in any case, isn't particularly recorded in the composition, as Beldarrain raises [6][9]. In any case, it is, for the most part, perceived that the all-over easygoing utilization of such Web 2.0 developments is adding to a more broad uniqueness between painstakingly working with youth culture and the institutional culture of informational establishments. In like manner, schools should advance an endeavor to remain mindful of the latest mechanical advances. Indeed, even with extending conflict among schools and other additional engaging wellsprings of educational assistance, the opening among relaxed and formal learning increases, making schools less appealing to arranged understudies [8]. In addition, as Bull points out, the modernized video gives a splendid setting to understanding the difficulties of planning easygoing and formal learning. Noticing methods of handling the qualities of both formal and relaxed media learning settings in the review lobby should be a primary worry for educators everywhere.

Therefore, thought should be given to and attempts should be made to recall such advancements into the homeroom for solicitation to reduce them at this point existing opening among formal and relaxed preparing, which is a concern [10][11]. Regardless, the inspiration driving this paper isn't to encourage such frameworks, which are at this point being worked on by various makers, similar to Clark, who has explored the normal flexibility of capacities among relaxed and formal settings. Rather, it is wanted to add to a perception of the substance that is being shared on YouTube accounts that can be used in relaxed, formal, or non-formal learning, as portrayed here in its broadest sense.

We underscore "in its vastest signifying" since the idea of "learning" has been mistakenly deciphered as an equivalent for "Training" or "School" on a few events. Notwithstanding,

regardless of this confusion, our position falls somewhere close to the places of Ainsworth and Eaton and Falk and Dierking, who both trust that "whether learning happens in a conventional setting, like a school, a non-formal setting, like a local area or social focus, or a relaxed environment, for example, a home, all learning is acceptable, and all learning is important." "All learning adds to the singular's development, intellectually, yet additionally genuinely and socially," as indicated by the creators. This incorporates "learning intellectual data," which is characterized as the procurement of realities and ideas, "learning emotional data," which is characterized as the obtaining of mentalities, convictions, and sentiments, and "learning psychomotor data," which is characterized as the securing of a particular specialized ability or technique.

### **Literature review**

Videos are treated as teaching instruments, according to Pekdag [9], who works in the field of education. YouTube, the third most popular website in the world and a prominent web-based video-sharing platform, has seen a growth in the usage of its video-sharing features for educational purposes in recent years. YouTube is utilized by educators as an educational resource, with the goal of imparting new information and skills to students via the medium of video [9]. Through the use of this resource, students may be engaged in an active learning community, in which they assist one another in the pursuit of their educational goals and in which everyone has something to contribute and value, rather than passively receiving information. After being founded in 2005 as a personal video-sharing service, YouTube has grown to become an online video-sharing community where individuals can upload and distribute videos, as well as watch and comment on them, with more than 70 million people viewing them every day. According to eBizMBA, the expected number of unique monthly visitors to YouTube is 1,000,000,000, and the video-sharing site is rated as the #1 in the world.

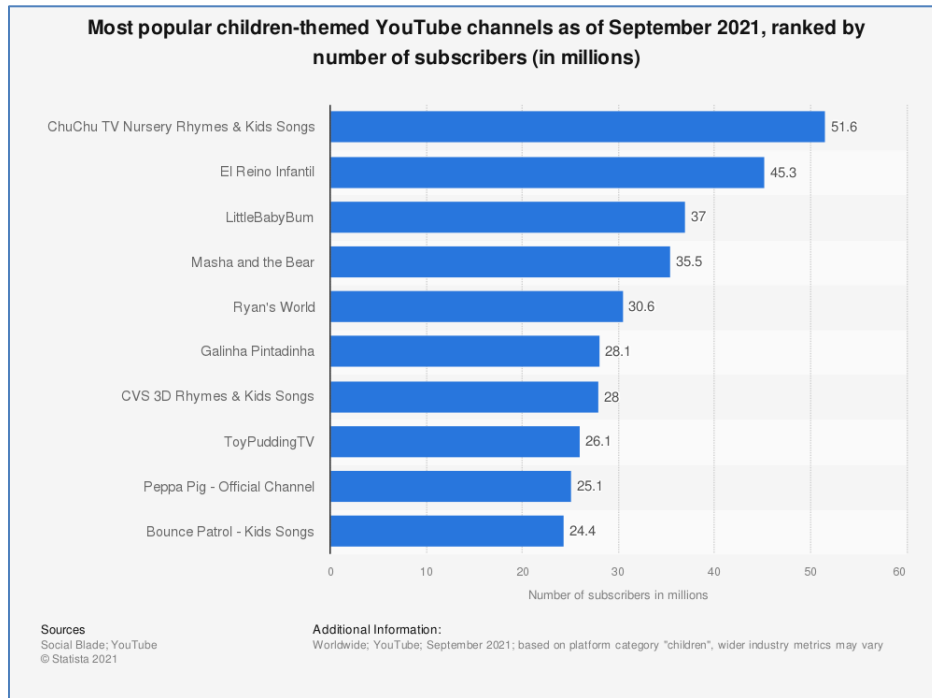
According to Dal et.al., 2017 [15], Videos may be fantastic resources for evidence-based debate and teaching assistance when they are utilized in a planned manner. A learning group on YouTube may be formed, and the site could serve as a virtual library, offering access to video clips that would be useful in supporting students' courses. Due to the progressions in web innovation, a large number of individuals can see films on their cell phones, work areas, and compact PCs in a fast and helpful way. As indicated by Yildirim and Ozmen [19], sharing recordings to go with addresses, following informative movies through the development of gatherings, and making utilization of video sharing sites will all contribute essentially to an improvement in the general nature of schooling. Web 2.0 advancements like sites, wikis, and YouTube have brought about new assumptions for learning just as new assets for learning and instructing experts. Video sharing locales have hopped up subject to sharing moving pictures that are made by people's own conceivable outcomes. These destinations license site customers to search for and show films from wherever the globe, and they have become more renowned. It has been seen that the utilization of video-sharing destinations has extended as a result of these overhauls.

According to Dutta et.al., 2020 [20], Understudies are likewise intrigued by recordings as each sort of visual and hear-able part, as seen by their advantage in them on the advanced foundation of their universities. Recordings are frequently made during relevant talks by teachers or understudies, and they are displayed to the class [20]. This is considered to be an impression of the understudy-focused instructive way to deal with learning. Exactly when understudies make films, they help social affiliation, make, produce, and review their things, similarly as a multi-dimensional affirmation of the useful field at schools and other educational foundations, notwithstanding different things [10]. Pham, Farrell, Vu, and Vuong [18] all said that YouTube accounts are utilized for a collection of purposes, remembering working for instructive techniques at universities and enamoring new understudies to foundations from one side of the planet to the next, as shown by their assessment. Thinking about these advantages of the useful use of YouTube in tutoring, similarly as the as of late referred to positive aftereffects of using YouTube as an instructive gadget during school guidance, it is generally expected that the perspectives of school understudies on the use of Youtube for enlightening purposes will grow the perspective in the associated field and make a pledge to the composition. Therefore, the target of this investigation is to gain proficiency with the perspectives of understudies on the usage of YouTube for informational reasons.

The subjective exploration approach was utilized in this examination. Open-finished meetings, direct perception, and composing documentation are the three strategies used to get subjective exploration information in the subjective examination. It is a kind of study where human occasions, events, encounters, and insights are examined according to an all-encompassing perspective, and information is gathered and investigated utilizing different methodologies in the light of these contemplations.

According to Dong & Goh, 2015 [15], In this research, a semi-structured interview approach was employed to collect data. In qualitative research, the interview methodology is the most often utilized form of data collection. The most succinct description of an interview may be characterized as the process of asking and responding to questions. The interview approach is a means of attempting to uncover people's ideas, emotions, and viewpoints in response to events or circumstances that have occurred.

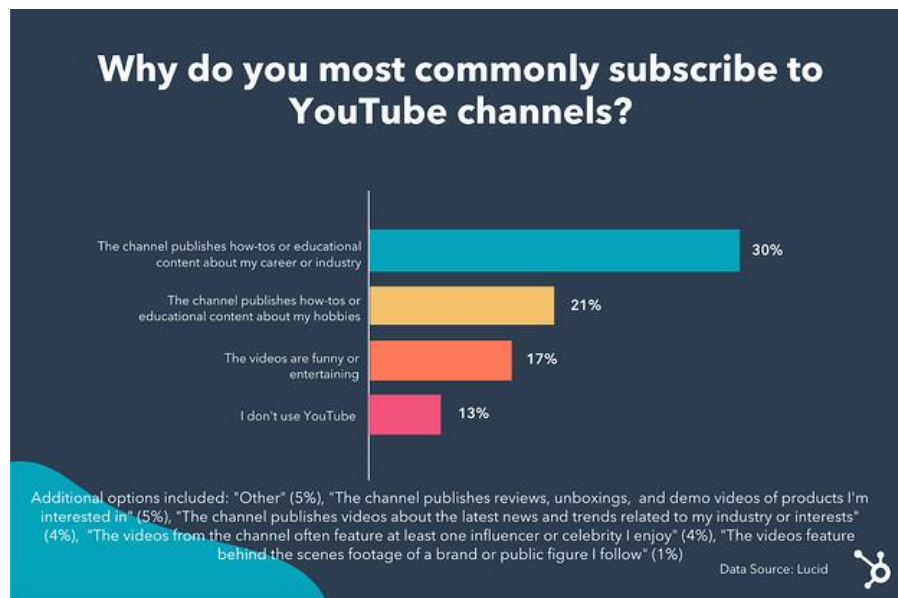
The audit was driven out at a private establishment in Nicosia, North Cyprus, by a gathering of investigators. The assessment bundle was contained 14 instructor contenders who were made a pass at the labor force of guidance. Sharing instructor candidates went in age from 19 to 28 years old; ten of them were female and four were male; five were second-year understudies, six were third-year understudies, three were fourth-year understudies, and the extra three were fourth-year understudies. The school where the assessment was coordinated was picked through the usage of an OK testing methodology, and the audit is still open to question utilizing a subjective model procedure.



**Figure 1 Children Most subscribed channels (Source "(YouTube most subscribed kids content channels 2021," 2021) ")**

A meeting structure made by the analysts and supported by specialists was used to accumulate information. Members were examined concerning their age, sex, and class status to accumulate segment data. Educators' thoughts and viewpoints seeing using YouTube recordings as informative material, how the stage might be utilized in the study hall, the advantages and drawbacks, and how can be dealt with advance the utilization of YouTube as a learning climate were assembled in a meeting structure. Following these inquiries, it was trusted that the viewpoints of educator up-and-comers on the utilization of YouTube for instructive purposes might be communicated[20].

As demonstrated in Figure-1, most of the children's channels subscribed to on YouTube are education-related. This demonstrates the fact that people are subscribing more to educational content.



**Figure 2** People's choice of Youtube channels ( Source "(Riserbato, 2021) ")

Teachers-to-be were briefed about the study's objectives, the fact that participation is optional, and the option to withdraw from involvement at any time. The interview form had a total of eight open-ended questions. No time restriction was imposed, and the interviews often lasted between 25 and 30 minutes. It is demonstrated in Figure-2, that people choose educational content while subscribing to YouTube channels.

According to Moghavvemi, 2018 [19], Clear and content investigation was utilized to examine the information assembled in the examination. Content analysis is the systematic and categorical classification and tabulation of persons' activities and attitudes. Defining the ideas and themes found in content analysis data is a part of descriptive analysis. Temporary codes were established after interviewing 14 applicants for instructor positions [19]. With the help of two specialists in the industry, the categories were restructured. There was a lot of attention paid to data that didn't fit into the categories. Subsequently, the classes were altered and classified, and the discoveries were assessed and given tables, frequencies, and test statements from the reactions of the members.

### Conclusion

As technology continues to advance, the tools that people use become more useful and provide new learning opportunities for those who utilize them. Different technology platforms, such as social networks and video-sharing websites, have the qualities of boosting students' and instructors' communication abilities by widening participation, strengthening peer support, and allowing cooperative learning to be realized [18]. People's communication styles and daily routines are being impacted by the fast development of educational technology in particular. The YouTube platform provides a platform for individuals to express their views and beliefs. In addition, this platform gives the opportunity to enhance the learning and teaching processes of students by



providing resources videos. This exploration intends to discover what educator competitors think about the use of YouTube for instructive purposes considering these new forward leaps and advances [17].

Most instructor up-and-comers accept that utilizing YouTube as an informative apparatus is suitable, as indicated by the discoveries of the study. On YouTube, there was a wide scope of conclusions from planned educators. It has been shown that instructor applicants like to use Youtube as a showing device at different school levels, as indicated by Szeto and Cheng in 2014. Additionally, the findings of this research demonstrate that YouTube might be a useful tool in the classrooms for teaching math and other subjects [16]. There is additional evidence that YouTube videos may be used to teach physical geography, according to Lewis and Park published in 2016.

Teacher applicants also said that YouTube can be used to guarantee that students retain their knowledge and that it can be used to reinforce it [15].

Lesson repetition, accessibility, cost-free usage, and ease of use were all cited by teacher candidates who took part in the research. Snelson (2018) found that YouTube is beneficial for free video hosting in tandem with these findings. With the utilization of YouTube, educators might upgrade their instructing and learning processes with dynamic, innovative, helpful learning and advance understudy instructor commitment and reinforce understudies' exploration, request, or critical thinking capacities, among numerous different advantages. E-learning is quickly adopted by institutions whose educational objectives are based on long-term plans that make use of current breakthroughs in technology. According to current trends, instructional films may be expected to play a significant part in e-learning shortly [14].

Disadvantages of utilizing YouTube in the classroom include student dependence on technology, less eye contact, diminished focus, inability to ask questions while viewing, the possibility of students acquiring incorrect information about the topic, and being isolated from their peers. It was also discussed in class that there are many more benefits to using YouTube such as the fact that there is no limit on comments or privacy. Researchers found that providing instructors with clear instructions on how to utilize YouTube safely and effectively, along with the tools they'll need, was critical to getting them on board with the idea of incorporating it into their lesson plans [11].

Educators to-be were additionally examined concerning the parts they search for in a film, and "appropriate for age level" and "exclude philosophical thoughts" were the frequently referenced elements. It was tracked down that understudies' chances to develop, fortifications, and engaging visuals in YouTube recordings are learning impetuses given by YouTube, as indicated by planned educators [12].

The discoveries of this examination demonstrate the assessments of educators up-and-comers towards the utilization of YouTube in the study hall. Following the discoveries of the review, the accompanying ideas are made for additional examination and practice:

- Students in middle and high school might potentially benefit from this research, which was based on teacher candidates [13].
- Courses that teach students how to utilize YouTube in the classroom may be offered in colleges and universities.
- YouTube may be used to conduct experiments, and a variety of factors should be explored.

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