

BENEFITS OF YOUTUBE VIDEOS USAGE IN STUDENTS' LEARNING

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ABSTRACT

This is case study research based provides a practical knowledge of how Web 2.0 particularly YouTube which is accessible freely online to support active learning in negotiation classroom. The video clips are selected based on its appropriateness to improve teaching and learning purposes which include the technical qualities, contents, learners' attitude and readiness and learners' engagement. These video clips were disseminated and viewed by 30 participants who registered for negotiation skills course at Universiti Teknikal Malaysia Melaka (UTeM). A semi-structured interview was conducted to retrieve participant's views on four themes specifically the technical qualities, contents, learners' attitude and readiness and learners' engagement. The result indicates that participants have strong inclination to the integration of YouTube in their lesson as it enhances and support learning activities.

KEYWORDS: *YouTube, technologies, negotiation, active learning, thematic analysis.*

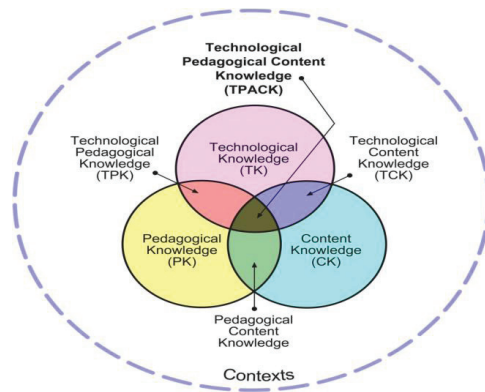
1.0 INTRODUCTION

The aim of this study is to capture the subjective experience of media integration is supporting active learning. It is noted that Web. 2.0 has alter the landscape in teaching and learning. The time of the teacher/instructor as sole content provider is a relic of the past. The emerging media and the so-called information revolution are redefining education, socialization and access to social and intellectual capital. Bloom and Johnston (2010) pointed that the role of the educator as the result of these emerging media, has changed substantially from one

that is focused on the one way transfer of information. Examining the subjective experience of learners who integrate media in learning holds a few reasons. Firstly, to fully understand how media helped in enhancing teaching and learning. Secondly, a growing body of evidence is pointing to the fact that instructors must adapt and modify their teaching strategies to recognize the learner's preferred learning style specifically in relation to learner's preferences relating to digital literacy, experiential and engaged learning, interactivity and collaborations and immediacy and connectivity in their interactions Skiba and Barton (as cited in Schrand, 2008). However Clark and Mayer (2002) reminded that the appropriateness use of any media to improve learning suggests that media must be aligned with expected learning outcomes.

1.1 THEORETICAL FRAMEWORK

This study adopted the Technological Pedagogical Content Knowledge (henceforth TPACK) as TPACK (see Figure 1 below) can be used as a foundation for analysis Web 2.0 based learning design and this model is presented by Mishra and Koehler (Bower, Hedberg and Kuswara (2009).



The TPACK approach goes beyond seeing these three knowledge bases in isolation. On the other hand, it emphasizes the new kinds of knowledge that lie at the intersections between them. Considering P and C together we get Pedagogical Content Knowledge (PCK), Shulman's idea of knowledge of pedagogy that is applicable to the teaching of specific content. Similarly, considering T and C taken together, we get Technological Content Knowledge (TCK), the knowledge of the relationship between technology and content. At the intersection of T and P, is Technological Pedagogical Knowledge (TPK), which emphasizes the existence, components and capabilities of various technologies as they are used in the settings of teaching and learning.

2.0 LITERATURE REVIEW

YouTube YouTube is a popular video sharing websites where users can view, upload and share video clips YouTube has become an enormously popular form of Web 2.0 new media (Duffy, 2008). YouTube is increasingly being used by educators as a pedagogic resource due to its characteristics. Duffy (2008) pointed that a typical YouTube webpage is made of a few components such as:

- YouTube content include movie and TV clips, music videos as well as amateur content such as video blogging and short original videos
- Unregistered users can watch most videos on site whilst registered users can upload unlimited number of videos
- Flag- ability to indicate that a video has inappropriate content
- Title – main title of the video
- Tags – keywords specified by the person who has upload the video
- Channels – relating to groupings of contents
- Related Videos- determining by the title and tags, appear to the right of the video
- Subscribe-registered user can subscribe to content feeds for a particular user/users

Active Learning Strategies In today's classroom, a variety of technologies can also be used to enhance active learning oppourtunities. Schrand (2008) suggested that active learning strategies can be adopted and developed on a number of levels. It range from specific assignments or in class exercises for instance' use of case studies, simulations, role play, debates, and cooperative learning. Oberlinger and Oberlinger and Prensky (as cited in Schrand, 2008) suggested that active learning approaches have particular relevance and meaning to net generation learners and acknowledged that these net generation learners embrace interactive environments, have different ways of thinking and communicating and seek active involvement in their learning. Brown (as cited in Schrand, 2008) highlighted that the net generations seek immediate information, and their first step in locating that information is to connect to the Internet. Brown elaborated that these students are naturally inclined to focus on understanding, constructing knowledge using discovery method and active engagement.

Web 2.0 Engagement Some empirical studies done by Muniandy & Veloo (2011) indicating the utilization of video clips in teaching English, Bloom & Johnston (2011) utilize YouTube videos as a site for cultivating

cross culture understanding whilst Dunlap & Lowenthal (2011) projected the significance of Web 2.0 in supporting the development of lifelong learning skills bring in evidences to the body of literature how media facilitate and enhance teaching and learning. Interestingly, Reed (2008) suggested that the meaningful technological applications and tools have broad potential regardless of the discipline and can be easily utilized to support experiential and active learning goals. On that note, it has drives the present study to be executed.

2.1 PURPOSE AND RESEARCH QUESTION

Although many empirical studies had reported on the utilization of Web 2.0 in teaching and learning environments, yet there is still scarcity of research conducted at the university level (Schrand, 2008). Thus, the purpose of the case study is to provide in depth understanding on learners' engagement with YouTube in their learning process and thus the following research question was formulated:

RQ: How do learners perceive the applicability of YouTube Videos clips in teaching and learning in terms of content, technological qualities, learner's attitude and readiness and learners' engagement?

The following sub section address on the methodology adopted in the study.

3.0 METHODOLOGY

This is a qualitative study. The study has adopted the qualitative approach as Patton (1980, p. 22) points out that "qualitative measures describe the experiences of people in depth". The data gathering tools used are open-ended in order to find out what people's lives, experiences and interactions mean to them in their own terms and in their natural settings. Qualitative measures permit the researcher to record and understand people in their own terms.

The data was collected in April 2012 from twenty participants who signed up for negotiation course in Universiti Teknikal Malaysia Melaka (henceforth UTeM). The participants are Year 2/Semester 1 2011-2012 undergraduates from Faculty of Electronics and Computer Engineering. The participations are entirely voluntary. At the end of each focus group, participants received a bookmark as an acknowledgment of their time and as a contribution to the study. The interviews were carried out by the researchers and each focus group lasted approximately one hour.

Open questions were posed to the group and interviews were recorded and later transcribed. Transcripts were analysed using thematic analysis, a qualitative method used for 'identifying, analysing and reporting patterns (themes) within data' (Braun & Clarke, 2006). On analysis of each of the focus group interviews, a coding framework was devised. This report is structured in terms of the main themes which emerged from the interviews.

During the course of the twenty focus groups, participants described their reactions to YouTube integration in their lesson. They discussed the contents of the selected videos, how attractive and suitable they are, they gave views on the technical qualities for instance the quality of the video, the video interface and enthusiastically discussed how they worked in groups, asking peers how to manage the videos and mentioning the benefits of YouTube in negotiation lesson. The following sections outline the main themes emerging from analysis of the interview transcripts.

- Contents
- Technological Qualities
- Learners' Attitude and Readiness
- Learners' Engagement

4.0 RESULTS AND DISCUSSIONS

The result is discussed under four themes namely contents, technological qualities, learners' attitude and readiness and learners' engagement. The suitability of the videos content is reiterated by a participant note; *"I am seeing life...I see the actions, I hear and learn the way it is expressed and it is suitable to the topic that I learnt...the techniques of negotiations"*. The selection of videos is crucial as it contribute in establishing learners' understanding. Many participant note *"the contents are related to the negotiation skills, appropriate and easily understood"*.

With regard to the quality of the YouTube videos shown, the participants hold differences in views. One participant expressed *"The quality of the video is good and the pictures are clear"* whilst another participant expressed a tone of dissatisfaction; *"The sound/volume not very clear... Hope something can be done to improve the sound quality...Especially like us, not very fluent in English...if the sound is rather bad, we couldn't here the words correctly so likely we learnt the wrong vocabulary"* and *" I would prefer if the videos uploaded has some Malaysian culture...definitely it differs of the people in west and east negotiate...however on the whole the videos are good, clear and the resolution is also good"*.

Video can become a very powerful educational and motivational tool. Participants were very motivated and portray positive attitude and readiness towards the integration of YouTube in their lesson. These two excerpts, 'I am more motivated to learn and what more when the lecturer uses the YouTube...it is very interesting' and 'It's very exciting, I realize though its time consuming but I enjoyed my negotiation course...the videos portrays real life negotiation strategies...Even though my lecturer explains the different techniques in negotiation but by watching videos, it stays longer in my mind. I am ready for more media usage in class' and another participant claimed, '...then our lecturer will ask us to create the dialogue based on the motion pic...exciting though...

Many participants inclined to express their engagement in the lesson. For instance one participant notes, 'I learn better and faster. I understood my lecture even better...I can even visualize what I watch from the video'. Via engagement with YouTube in learning process, participants realized that their computer skills is also improved as one participant highlighted, 'Amazingly, I learnt how to pause, segment the videos from my friends...At first I hate it so much...however after some attempts, I finally could...It means my computer literacy skills is improving'. Another participant claimed that in his group work project, he had become somewhat technical savvy when he notes, 'I am more active, I work in groups of four...I am more excited now cause I pick up some skills like how to pause, put the sound off and also to cut some unwanted segments using cuts.com. My friend used eyespot.com when editing the video. Some participants mentioned the will that they must have in engaging media. A participant note "I learn, unlearn relearn...I really need the will to go thru but it is interesting and exciting learning experience"'.

The findings revealed an integration of youtube in teaching and learning has resulted in a substantive active learning experience.

5.0 CONCLUSION

This study documents a range of learners experiences associated with YouTube integration in their learning process. The evidence from this focus group interview suggests that Web 2.0 supports active learning. In particular, a few participants struggle to speak what they strongly felt however majority of the participants interviewed expressed a strong desire for the media integration in their learning event.

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