

Usage of YouTube as an Educational Tool: A Study on College Students of Kolkata

Jyoti Dutta, Manali Bhattacharya

Department of Mass Communication, St. Xavier's University, Kolkata

Corresponding author: jyoti.dutta112@gmail.com

Available at <https://omniscientmjprjournal.com>

Abstract

The motivation, health, and academic performance of kids have all been significantly impacted by the COVID-19 pandemic. In order to address the educational restrictions brought on by the pandemic, institutions, teachers, and students rethink and recalibrate their previous instructional methodologies as a result of the abrupt transition in learning modalities from face-to-face to online learning. Researchers and instructors have recently paid a lot of attention to YouTube as an instructional resource. A key resource for independent learning is YouTube. The search engine on YouTube, however, prioritizes popularity, relevance, and viewing history over video quality. The major conclusions pointed out that, in contrast to perceived simplicity of use, perceived usefulness was seen to have a more substantial impact on students' impressions of learning using YouTube. Additionally, YouTube has been shown to be the greatest option for online learners. Research has also shown that incorporating videos into instruction improves students' results. As a result, the value and importance of modern communications in the educational setting are once again emphasised. Additionally, and perhaps most importantly, there was a considerable correlation between student attitudes regarding using YouTube and behavioural intentions, which may indicate that this e-platform is effective for tertiary student learning.

Keywords: COVID-19, Pandemic, YouTube, Online learner, E-platform.

Introduction

The Coronavirus spreads quickly over the world and directly affects 33 countries in distinct regions, whereas 33 nations that had the coronavirus stated that it had killed 78,966 people in the first quarter of 2020, the as a result of the, the death rate climbed by over 2,468 per day. coronavirus (Khan & Fahad, 2020). Due to the problem that the Covid-19 outbreak caused, innovations higher education courses that would often take several years

to complete because of different managerial regulations were delivered quickly in a constrained amount of time. This marked the beginning of higher education's digital transition. As a result, online learning was no longer seen as disruptive but rather as having "messianic" significance. This disease has pushed the physical shutdown of businesses, athletic events, and educational institutions on a global scale by requiring switching to online platforms across all institutions. A pandemic is "an epidemic of a disease that

spreads across a vast geographic area and affects an extraordinarily high proportion of the population," according to Online Merriam-Webster Dictionary (2020). The appearance of the Corona virus, which shook the planet, swiftly turned into a global upheaval, and 2020 became the year that completely changed human life in the world. Social distance and the requirement to maintain it in order to slow the virus' pace of transmission have an impact on how people interact with one another. Education has been impacted, as have all other areas. Online or distance learning can be a solution to keep the conversation of the material going even when it is done online. The educational institutions were forced to put their worries aside and implement emergency remote education due to the closure of the institutions and the pressure to complete the required curriculum within the given time frame in accordance with the academic calendar. Numerous online tools, like Moodle, Zoom, Google Classroom, and Google Meet, can be used to continue learning throughout the pandemic. One of the most important online learning sites is YouTube. On the well-known website YouTube, users can post videos, share them with other users, and leave comments on the videos that have already been posted. Every month, the website draws

millions of visitors. According to the research, YouTube videos can be used to give students the opportunity to share knowledge, leave comments, engage in discussions, and comprehend the topic they are listening to. Teachers and students now have some hope that online education will continue despite the lockdown.

Literature Review

Since 2005, YouTube has seen a continual stream of videos related to marketing, science, education, and entertainment. Higher education classrooms are increasingly using it, despite the fact that it is still a niche endeavour (*Alon and Herath, 2014; Tugrul, 2012*). These channels are intended to increase student video viewing, foster student-teacher engagement, improve instruction, and provide real-time student feedback. Universities are integrating technological approaches that are suitable for the classroom to supplement conventional teaching methods as they become more aware of the benefits of employing technology as a teaching tool. As universities increasingly recognise the advantages of employing technology as a teaching tool, they are incorporating technological practises that are appropriate in a classroom context to improve conventional teaching strategies. This insight sparked a plethora of studies—

unfortunately underrepresented in the literature—on the efficiency of extracurricular teaching resources in a classroom, such as YouTube. YouTube is an engaging social medium that enhances education generally, claims Bonk (2009). Students are willing to watch YouTube in class but are less likely to perceive it as anything other than "fun." Although the participant's thought YouTube was fascinating, pertinent, and useful, there was little motivation to use it in the classroom. More specifically, Kelsen stated that "there was little spill over leading to motivation to study English via YouTube video clips outside of class". It was said by (Jackman, 2019). one of the most recent e-resources that can be used in tertiary education instruction is YouTube. Additionally, the most popular video-sharing website, YouTube, is regarded as a crucial contemporary digital resource with numerous benefits in university classes (Jackman, 2019). A growing amount of worldwide research has revealed that students favour using YouTube as an additional resource for educational resources. As the epidemic spread, may have been the first to describe how institutions were switching from classroom-based instruction to online education. To better understand how students feel about online learning during

the COVID-19 epidemic, researchers have used empirical data from Serbia, the USA, and India as well as other countries. It is possible to introduce and research the effects of techniques like gamification, case studies, and flipped classrooms in online education. For the first time ever, online learning has been widely embraced globally as a result of the COVID-19 epidemic. During this pandemic, we will learn information about online education that will be helpful in the event of future disasters (Chatterjee & Chakraborty, 2020; Skulmowski & Rey, 2020).

Objective of the Study

- To find out how beneficial has digital learning been during Pandemic
- To examine the usefulness of You Tube for learning?
- To find out global knowledge sharing is possible through online education.

Hypothesis of the Study

The purpose of this study was to analyse the effectiveness of learning using YouTube media.

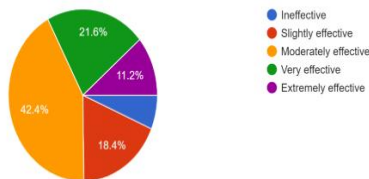
Methodology of the Study

Quantitative and qualitative method was used for this particular study. Convenient sampling was used due to economical and time constrain. The population of the study was college students of Kolkata. A sample size of 125 respondents were ascertained

for this study. Data was collected through online Google Forms. Content analysis was done to study the impact of YouTube during pandemic.

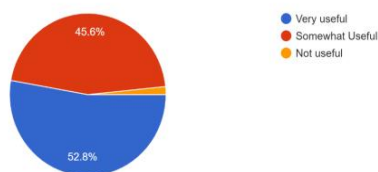
Data Collection and Analysis of the Study

How beneficial has digital learning been for you during Pandemic?
125 responses



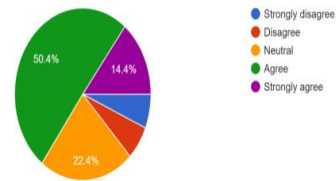
42.4% says digital learning is moderately effective during pandemic. Due to the epidemic, schools and colleges were closed during the lockdown period, and students and teachers shifted to education and learning online. Whenever COVID-19 shutdown began in India, school closures had an impact on about 250 million pupils.

How useful YouTube videos for learning?
125 responses



Both using and sharing YouTube is simple. Sharing a large collection of educational movies is simple and may be done in a fun and engaging way. So, YouTube learning is very useful.

Global knowledge sharing is possible through online education?
125 responses



Global knowledge sharing is possible via online education. 50.4% agree on online education and global knowledge sharing.

Table: 1. Presentation of Data

Digital Learning During Pandemic	42% Moderately Effective
Usefulness of YouTube Videos for Learning	52% Very Useful
Beneficial of Digital Learning during Pandemic	42% Moderately Effective

Digital learning environments provide learning opportunities that let students interact with the material in a meaningful way. In order to make learning more engaging and interactive for students and to provide courses that can be customized for each learner, educators use digital learning platforms.

Role of YouTube as an Educational tool

According to research (Utami & Zanah, 2021), YouTube was first utilized only as a social media platform. However, it may now be used by instructors, students, school staff, and even parents or guardians of students as a source of information or learning media. YouTube has adverse repercussions in addition to its positive

ones. Cyberbullying is a risk for students who use YouTube, and as a result, they could feel depressed. Children who use YouTube on a regular basis will also get dependent on it, which will make them lazy learners. Data provided by YouTube indicates that educational content is one of the areas that needs the most development. This is because a lot of people watch YouTube every day. Three key categories of educational content that are pertinent to the learning process can be uploaded on YouTube.

YouTube has a lot of potential as a resource for education for children. Students' enthusiasm and excitement for learning may rise if they use YouTube as a learning resource. If the teacher gives good, clear instructions by including a YouTube link linked to the material being taught or by setting up his own YouTube channel, YouTube can be a useful learning resource. According to a study (*Tutiasri & Kusuma, 2020*), the majority of people utilize YouTube as a learning tool for developing academic and non-academic soft skills as well as for learning about their passions in the current Covid19 pandemic. Due to specific explanations from informants who were students, there are various assignments from classes that require for access to YouTube. They utilize YouTube for a range of lecture-

related learning activities, including gathering outputs for assignments like vlogs, video reviews, and other products, as well as learning from knowledge provided by lecturers via YouTube. Teachers, students, parents, alumni, and other stakeholders now have access to a greater network of connectedness thanks to You Tube. Additionally, it offers a wider channel for capturing the audience's interest, keeping them interested, and soliciting their engagement. As of now the use of digital media platforms for marketing, communication, and social interaction has grown in prominence. It is a fresh approach to online social networking communication (*Haridakis & Hanson, 2009*). Being a content community, members are not needed to establish a personal profile page; if they do, it just contains the bare minimum of information, such as the date of their registration and the number of movies they have shared (*Kaplan & Haenlein, 2010*). Students' knowledge can be improved or increased by watching videos online, such as those on YouTube. Students can more easily learn a variety of concepts by using the knowledge found in YouTube videos, which encourage them to learn other skills on YouTube, such as those related to speaking, writing, listening, and grammar.

Findings of the Study

The most popular online videos on the internet are shared on YouTube, a media website. To help students and teachers develop independent and creative learning styles, YouTube also offers a video library service (*Latifah & Prastowo, 2020*). Although the students in this study believed that video-based discussion boards facilitated the development of relationships with their learning community, they ultimately preferred text-based communications for a number of reasons. According to studies, YouTube in teaching and learning is excellent for increasing knowledge. YouTube is used as a video library for lecturers and students to use in the context of teaching and learning. At the same time, professors and students may be inspired to innovate and be more creative. Recognize the benefits of online learning for improving student learning and consider it as a possible teaching approach.

Online learning is undoubtedly the way of the future, and we must adapt. In this terrible pandemic, there is no better choice. YouTube promotes a favourable learning environment and increases students' interest in learning as it happens. Therefore, it can be said that the YouTube learning resources are efficient for online learning. The plethora of free public films

available online on a wide range of topics is one of the obvious advantages of using YouTube for online teaching. One could draw the conclusion that YouTube's utilisation in a formal learning setting was well-received. Additionally, and perhaps most importantly, there was a substantial correlation between the student attitudes regarding using YouTube and their behavioural intentions, which may indicate that this e-platform is effective for helping students learn at the tertiary level.

References

- Alon, I., & Herath, R. K. (2014). Teaching international business via social media projects. *Journal of Teaching in International Business*, 25(1), 44-59.
<https://doi.org/10.1080/08975930.2013.847814>
- Bonk, C. J. (2009). The world is open.
<https://doi.org/10.1002/9781118269381>
- Chatterjee, R., & Chakraborty, R. (2020). A modified lightweight present cipher for IoT security. 2020 International Conference on Computer Science, Engineering and Applications (ICCSEA).
<https://doi.org/10.1109/iccsea49143.2020.9132950>
- Haridakis, P., & Hanson, G. (2009). Social Interaction and Co-viewing with YouTube: Blending Mass Communication Reception and Social Connection. *Journal of Broadcasting & Electronic Media*, 53(2), 317-335.
<https://doi.org/10.1080/08838150902908270>
- Jackman, D. L. (2019). Enhancing sustainability education within an architectural engineering

curriculum. AEI

2019. <https://doi.org/10.1061/9780784482261.017>

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59-68.

<https://doi.org/10.1016/j.bushor.2009.09.003>

Khan, N., & Fahad, S. (2020). Begging Negative Impact on the World Community. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3530070>

Latifah, A., & Prastowo, A. (2020). Analisis pembelajaran daring model website Dan M-learning melalui YouTube pada mata pelajaran pai kelas 2 sd/Mi. *Limas Pendidikan Guru Madrasah Ibtidaiyah*, 1(1), 69-78. https://doi.org/10.19109/limas_pgm.v1i01.7304

Skulmowski, A., & Rey, G. D. (2020). The realism paradox: Realism can act as a form of signaling despite being associated with cognitive load. *Human Behavior and Emerging Technologies*, 2(3), 251-258. <https://doi.org/10.1002/hbe2.190>

Tugrul Mart, C. (2012, May 25). How to Teach Phrasal Verbs. *English Language Teaching*, 5(6). <https://doi.org/10.5539/elt.v5n6p114>

Tutiasri, R. P., & Kusuma, A. (2020, December 29). Millennial generation and family literacy within the dissemination of hoax in Whatsapp group. *Informasi*, 50(2), 153-164. <https://doi.org/10.21831/informasi.v50i2.28463>

Utami, F. T., & Zanah, M. (2021). YouTube Sebagai Sumber Informasi Bagi Peserta Didik Di masa Pandemic COVID-19. *Journal Sinestesia*, 11(1), 78-84. <https://doi.org/10.53696/27219283.64>