

Copyright © 2022 by Cherkas Global University



Published in the USA
International Journal of Media and Information Literacy
Issued since 2005
E-ISSN 2500-106X
2022. 7(1): 38-47

DOI: 10.13187/ijmil.2022.1.38
<https://ijmil.cherkasgu.press>



Usage of YouTube for Academic Purpose Among University Students in Time of COVID-19

Abdul Razaque Chhachhar ^{a,*}, Ayaz Ahmed Chachar ^a, Nehal Fatima Arbab ^a

^a University of Sindh, Jamshoro, Pakistan

Abstract

YouTube has continuously been exceptionally accommodating for university students to construct up their abilities in a few regions. Students have been paying additional for academies to learn a few procedures concerning computer or English dialect but YouTube has been there for them from pronunciation procedure to learning vocabulary and advance more incorporate Photoshop, editing, and designing. The impact of YouTube on students during the time of COVID-19 and how YouTube made a difference for them to advance way better at their academic level. The taking after overview with legitimate information that how many students, and in which type of consumption they did from YouTube for their better utilization in academic studies during COVID-19. The given study took place around the University of Sindh, however, usually the most central area of the taking after investigation. The main objective of the study was to assess the importance of YouTube for educational purposes and to investigate how YouTube is beneficial for education among the students of Sindh University in the time of pandemic. YouTube utilization in academic performance for the students of the University of Sindh. YouTube recordings can be an effective learning device, as they include an energetic component to your eLearning courses, move forward information exchange, illustrate complex strategies, and offer assistance clarifying troublesome points. Lastly, YouTube recordings have been a valuable source of instructive substance, they are a free internet-based device, and the effect has been imperative based on the study on students' performance.

Keywords: YouTube, Educational videos, online-learning, COVID-19, media.

1. Introduction

YouTube is an American online video sharing and social media stage propelled in the year 2005 (February). YouTube has continuously been exceptionally accommodating for university students to construct up their abilities in a few regions. Students have been paying additional for academies to learn a few procedures concerning computer or English dialect but YouTube has been there for them from pronunciation procedure to learning vocabulary and advance more incorporate Photoshop, editing, and designing (Almurashi, 2016).

It is well-known as of now that educational videos can be a very capable learning device, as they include an energetic component to your educational courses, move forward information exchange, illustrate complex strategies, and offer assistance to clarify troublesome points. This can be why the video-sharing site YouTube can provide unlimited openings to upgrade the educational course by not only utilizing the endless recordings you'll discover there, but moreover making your claim to assist your gathering of people accomplish their learning objectives and goals (Alaba,

* Corresponding author

E-mail addresses: abdul.razaque@usindh.edu.pk (A.R. Chhachhar)

2014). YouTube is leading the charge as the most versatile platform for transmitting video content within the classroom and beyond, with recordings (Tutty, Klein, 2008).

This could be challenging particularly for early on computer science courses for non-computer science undergraduates. Such courses are assumed to cover a wide run of complex computer concepts such as organizing, computer inner equipment, databases, working frameworks, and others (Sari, 2012). Teachers have utilized YouTube recordings in other areas such as nursing in and have demonstrated to be a successful instrument to upgrade student's learning and engagement (Berk, 2009).

YouTube, as part of the advanced web-based learning innovation, is establishing firm roots in educational reasons, particularly within the individual or intrapersonal perspective. Program learning instructional activities are beneficial for developing talents and comprehending challenges that people cannot address on their own (Almobarraz, 2018)

University students sometimes find it difficult to cope with the lectures or unable to understand the way, style, or the language of teaching so they gather and reach for YouTube because it can help them in their academic area and solve their issue regarding the style, language or way. They can find numerous videos on the same lecture by several instructors. Students keep in mind and get it better when they watch videos with better understanding and focus, and they can repeat the videos anytime they want and revise them.

Additionally, this helps them better in making notes and following study material is higher as 75 % paralleled to students who as it was seen among lessons which are 20 %. For occasion, in case you're educating the essentials of amid a training event, you'll be able to create a video that strolls the learners through the method, or indeed discover an existing video that gives them an in profundity see at how to perform the assignment (Mishra, Gupta, 2020) This will offer assistance learners to more successfully procure and hold information and aptitude sets, given that it gives a visual setting for your eLearning course substance. And this way undergraduates can get offered assistance for an academic reason or any issue concerning any subject (Smith, 2009).

The research objective is to assess the importance of YouTube for educational purposes and to investigate how YouTube is beneficial for education among the students of Sindh University.

2. Materials and methods

The most objective of the consideration is, to decide utilization designs of YouTube by undergraduates of Sindh University and the relationship between YouTube utilization techniques and academic outcomes of Sindh university students. Additionally, to investigate the reasons behind the imtemperate utilization of YouTube, among students. The strategy utilized for this inquire would be quantitative for the foremost portion and it would be conducted through surveys.

The area of study revolves around the students of the University of Sindh, who are currently perusing YouTube to increase their academic performance and the survey will note down the patterns and data they are using on a frequent and continuous basis. The sample chosen in this survey was based on a non-probability helpful inspecting strategy, quantitative data in which the survey was sent to approximately 220 students in which there were 189 entrees representing students from the University of Sindh (different departments) through which the online survey will contain and data will show the results.

Students of different departments of Sindh University came forward to participate in this online survey and chose the best option that suits them, this way it helped us to collect all the data regarding usage of YouTube for academic purposes. Data collection is done by an online survey, that was forwarded to the students of Sindh University and it will accept 189 entries of students regarding their learning experience with YouTube. Online surveys are safe and secure to conduct.

After the submission of 189 entrees, the data will generate and divide into groups of different departments, age groups, and gender that will also lead us to the analysis of data. Presently that we have collected the factual overview comes about and have an information examination arranged, it's time to start the method of calculating survey results, from looking at the answers and centering on their beat inquire about questions and study objectives, to crunching the numbers and drawing conclusions.

The data is divided into the following groups of the total ratio of specific answers or options chosen by students. After splitting data, it helped us to investigate how positive is the outcome of YouTube utilization in academic performance for the students of the University of Sindh.

3. Discussion

YouTube is the major video streaming platform with more than one billion viewers (Yee, 2015). These assistances include: pulling in students consideration, centering students concentration, watching hard-to-observe experiences, creating intrigued within the subject, progressing substance states of mind, building an association with students, cultivating imagination, expanding collaboration, propelling students, making learning fun, diminishing uneasiness almost frightening subjects, expanding understanding, and opening the door of opportunities for students that are underprivileged and are unable to afford expensive education or tuition for their academic purpose. (Burke, 2009).

YouTube is the beat of the motivation for commerce administrators nowadays (Tiene, 2004) Choice producers, as well as experts, attempt to recognize ways in which firms can make beneficial utilize of applications such as Wikipedia, YouTube, Facebook, Moment Life, Twitter, and Instagram. However, despite this intrigued, there appears to be an exceptionally constrained understanding of what the term "YouTube" precisely implies. This article is extreme to supply a few clarifications. They start by portraying the concept of socially created substance. Based on definitions at that point, they give a classification of YouTube which bunches applications as of now subsumed beneath the generalized term into communities, social organizing destinations, visual amusement universes, and virtual social worlds (Riswandi, 2016)

Due to the continuous COVID-19 widespread numerous universities are closed and students are presently taking classes online, but tragically in numerous cases, that's only for several hours a day. Whereas conventional face-to-face class is debilitated to play down human contact, moving training and learning exercises on online stages have seen tremendous interface. In expansion to the pandemic situation that requires training and learning exercises to be online, the online stage has different preferences, thus attracting more training and learning exercises to be accessible online (Mishra, 2020).

YouTube utilized by students in university, has made a difference for them to raise their falling marks and advance all through the year. The current time expended by Covid-19 was a huge loss to education, in any case, students found it so troublesome to manage with such a period of isolation and to be in touch with their studies. Nonetheless, YouTube was there to back and offer assistance to them all through such troublesome times and teachers too took advantage of YouTube by uploading their educational recordings on YouTube. This helped students to get access effortlessly to such information and study utilizing it (Dubovi, Tabak, 2020).

Tragically, education composing is challenged by myths in moment dialect composing by understudies regularly driving to underachievement (Yee, 2015). Composing blunders are common within the composing capacities of college understudies. It is detailed that there's a wide gap between educating and learning often demonstrated within the need of imagination within the composing of understudies. The current consider points at utilizing the setting of non-native English students in South Africa to assess the impact of YouTube recordings on the education composing of understudies. Moreover, S. Series (Series, 2011) clarifies the challenges of great scholarly composing execution in South Africa from a viewpoint of apartheid. For occasion, impeded understudies perform woefully educationally based on a long canceled bigot structure that denies concluding. In reality, dark understudies have broken education aptitudes which display challenges for higher instruction.

The current study employs an experimental setting of understudies in a casual learning environment to analyze the influence of YouTube recordings on educational writing skills and execution. Clarify the importance of video-sharing sites and argue that YouTube recordings are critical for commonsense, restorative, and clinical science training and research. Even though many creators and the media are overly optimistic about the potential outcomes of unused computerized media in essential, intermediate, higher education, and life-long learning, other analysts advise caution by pointing out the negative impact of YouTube recordings and advanced media on learning (Watkins, Wilkins, 2011)

Overall, the utilizing of YouTube as a learning platform has the potential to back the lifelong learning encounter for users; it was exceedingly relevant to the respondents of this think about who were understudies of distance instruction. Be that as it may, the information on the ways the membership status of users impacts their interests towards YouTube as a learning stage is largely obscure. Another segment talks about the difference between endorsers and non-subscribers in their client encounter with YouTube (Zeng, 2012) Previous authors have detailed the positive

results of using YouTube in different scholarly disciplines, such as science, language, marketing, and medicine. In any case, small is known almost the use of YouTube as a learning asset for accounting. This crevice is expected to be satisfied by this present study (Sari, 2012).

4. Results

In this chapter, we are going to compile the results of the information we have collected through the online survey of the students of University of Sindh

Table 1. Demographic profile

Variables	Frequency	Percentage
<i>Gender:</i>		
Male	60	31.7 %
Female	129	68.3 %
<i>Age:</i>		
17-19	48	25.4 %
20-25	141	74.6 %
<i>Education:</i>		
Undergraduate	134	70.8 %
Postgraduate	55	29.2 %
<i>Employment:</i>		
Employed	46	24.3 %
Unemployed	143	75.7 %
<i>Resident:</i>		
Urban	137	72.5 %
Rural	52	27.5 %

Table 1 shows the survey that was done by 189 students in which the majority was female participated that was 68.3 % and male were 31.7 %. Additionally, 74.6 % of the participants were in the age of 20-25, where, 25.4 % of the participants were in the age of 17-19, The total number of 189 students is classified into two groups, 29.2 % of them were from post-graduate education level and 70.8 % of the students were from an undergraduate program.

The majority of students were unemployed or have no any part time job, however rate of employed participants was low 24.3 % and the unemployed participant rate is 75.7 %.

The residency of participants is 72.5 % urban and 27.5 % rural.

Table 2. Purpose of using YouTube

Variable	Frequency	Percentage
<i>What is your purpose for using YouTube?</i>		
Entertainment	105	55.6 %
Information	68	36 %
Sports	6	3.2 %
News	10	5.3 %
<i>Do you use YouTube for academic purposes?</i>		
Frequently	116	61.4 %
Occasionally	53	28 %
Rarely	16	8.5 %
Never	4	2.1 %
<i>Do YouTube recordings observe in a single day?</i>		
1 video	30	15.9 %
2 video	33	17.5 %
Several videos	107	56.6 %
Other	19	10.1 %

Table 2 demonstrates the majority of the students who use YouTube for entertainment purposes were 55.6 %, according to (Weller, 2011) based on a large-scale overview that reflects reactions from over 1,800 analysts based at 12 Russell Gather colleges within the UK. The outcomes about the purpose that YouTube has been a well-known excitement device. The larger part of educations has observed YouTube recordings for recreation purposes while nearly half of them observed YouTube recordings for education purposes. However, the ratio of students who use YouTube for information was 36 %. The University of California at Berkeley was the primary to sign agreements with YouTube to set up official channels for the dispersion of instructive substance (Youthful, 2008). In 2009, YouTube Education was established by company authorities to total scholarly substance counting addresses and course materials from hundreds of colleges and colleges, which had as of now been transferred to YouTube (Gilroy, 2010). YouTube recordings have been embraced within the higher instruction for educating and learning interior and exterior classrooms (Duncan, 2012). It has seemed that the least usage of YouTube by students is for sports (3.2 %) and news, it is (5.3 %).

The frequency of the usage of YouTube for academic purposes is 61.4 % students use it frequently and 28 % occasionally. Whereas 8.5 % of students use YouTube for academic purposes rarely and the chances of using it never are 2.1 %.

According to the participants, the majority of 56.6 % of students have chosen to observe several videos in a single day, 17.5 % observed 2 videos in a single day, and 15.9 % chose 1 video in a single day. However, 10.1 % chose 'other' that might mean uncountable videos or none at all.

Table 3. Preference for YouTube recordings?

Variable	Frequency	Percentage
<i>Language for your academic videos?</i>		
English	132	69.8 %
Urdu	42	22.2 %
Sindhi	5	2.6 %
Hindi	10	5.3 %
<i>Which subject do you use YouTube for?</i>		
Science	58	30.7 %
History	28	14.8 %
Literature	20	10.6 %
Other	83	43.9 %
<i>Visual content for your academic purpose?</i>		
Documentary	50	26.5 %
Instructional	57	30.2 %
Story-based	63	33.3 %
Slides	19	10.1 %

Table 3 illustrates the majority 69.8 % of students watch their academic videos in the English language. However, Urdu is used as the 2nd most language by university students that is 22.2 %. 2.6 % out of 100 % students have also chosen Sindhi as a language to watch academic videos in. Also, 5.3 % of students from the total of 100 % of students watch their lectures in the Hindi language.

Sindh university students seem to use YouTube for their academic purpose in specific subjects. 43.9 % of students have chosen 'other' in the subject area that could be any other subject. While 30.7 % of students seems struggling with science that's why they use YouTube, 14.8 % are using YouTube for history purpose and only 10.6 % of students seem to use YouTube for literature.

It has been observed in the survey that students have chosen different types of visual content for their academic purpose. Out of the total number of students that is 189, 33.3 % of students have chosen story-based content because it is an easy way to understand something difficult. While 30.2 % out of 100 % have chosen instructional videos, 26.5 % of students have preferred documentary-based videos for their academic purpose. 10.1 % out of 100 % have chosen slides-based YouTube videos for academic purposes.

Table 4 illustrates the structured data of yes, no, and sometimes. 74.6 % out of 100 % have said yes to the relevancy of the educational videos that are available on YouTube. However, 7.4 %

couldn't agree with the relevance of the videos. While 18 % feel like that sometimes they agree with the relevancy and sometimes they don't.

Table 4. YouTube videos relevancy

Variables	Frequency	Percentage
<i>Are YouTube educational videos relevant?</i>		
Yes	141	74.6 %
No	14	7.4 %
Sometimes	34	18 %
<i>Make notes while watching videos on YouTube?</i>		
Yes	102	54 %
No	28	14.8 %
Sometimes	59	31.2 %
<i>Understand that the comment section is helpful?</i>		
Yes	81	42.9 %
No	47	24.9 %
Sometimes	61	32.3 %
<i>Do you use YouTube for skill development?</i>		
Yes	122	64.6 %
No	17	9 %
Sometimes	50	26.5 %

54 % of participants have voted 'yes' to the notes they make while watching the video. However, 14.8 % do not go for the notes. While 31.2 % make notes sometimes.

Out of 189 students, 42.9 % of them believe and understand that the comment section is really helpful for their academics. While 24.9 % of them don't agree and 32.3 % of them understand that sometimes it's helpful and sometimes it's not.

The majority of 64.6 % of participants use YouTube for skill-development purposes. YouTube has always been there for educational purposes and the fact that students are using it for skill development is incredible. Very low ratio of 9 % students doesn't use it for skill-development purpose. However, 26.5 % of the students use sometimes, which could be the usage of YouTube for skill development as a free time hobby or for basic learning techniques (Riswandi, 2016).

Table 5 determines 41.8 % out of total students have witnessed their teacher's uploading lectures on YouTube during covid'19. While 36.5 % of total students did not witness any educational video on YouTube by their teachers. However, 21.7 % of them perceived it sometimes which means occasionally their teachers might have uploaded the lectures.

YouTube's huge role in educating youth; 74.2 % of 189 students have agreed to this. According to (Zimmermann, 2020) Influencers on YouTube, Concerning YouTubers, the members credited them an imperative part demonstrate work, but criticized them for dealing with it or maybe unreliably. Concerning conclusion arrangement forms, the members detailed or maybe insignificant part of YTPS-videos for their learning around political and societal points. They too see themselves as less influenceable than other peers and more youthful individuals. While 5.3 % did not think that youth is educated by YouTube and the rest of 33 % out of 189 designated sometimes.

Table 5. Impact of YouTube educational videos

Variables	Frequency	Percentage
<i>Did teachers upload lectures during Covid'19</i>		
Yes	79	41.8 %
No	69	36.5 %
Sometimes	41	21.7 %
<i>Does YouTube play a huge role in educating youth?</i>		
Yes	140	74.2 %
No	10	5.3 %

Sometimes	30	20.6 %
<i>Impact on your verbal communication?</i>		
Yes	149	78.8 %
No	7	3.7 %
Sometimes	33	17.5 %
<i>Betterment in your academic performance?</i>		
Yes	131	69.3 %
No	10	5.3 %
Sometimes	48	25.4 %

The study that was conducted by (Riswandi, 2016) about YouTube effects on speaking skills, this considers included 28 understudies of seventh-review of one of the Junior high Schools in Surakarta. There were two comes about of the study that was found in this investigation. To begin with, there was the critical change of understudies talking ability that was distinguished in two cycles. On the cycle, one of the studies appeared that the greatest score of the students' talking test was 71.7. In the meantime, cycle two appeared that the greatest score of the understudies was 80.1. In Table 5, YouTube sure has a great impact on our verbal communication. 78.8 % out of 189 Sindh university students witnessed a great impact on their verbal communication in an international language. However, 3.7 % couldn't feel the same way and did not feel any improvement. While 17.5 % out of 189 participants have voted sometimes. According to the previous study of (Riswandi, 2016), students' recognitions about YouTube that were collected by utilizing survey appeared positive reactions. All of the understudies said that they delighted in the learning action by utilizing YouTube recordings, YouTube was exceptionally accommodating for them, and YouTube was able to persuade them in learning English because of the unused climate in learning, particularly in learning and moving forward their talking ability.

When we talk about outcomes of academic performance after utilizing YouTube for academic purposes we see almost 70 % of students agreeing with positive outcomes. 5.3 % out of 189 are unable to see any change or betterment in their performance. However, 25 % have voted 'sometimes', as they feel sometimes it's good and sometimes below good.

Table 6 shows how many videos students go through before they clear their concept and 42.9 % have voted several due to different opinions or better understanding of a topic. 32.8 % out of 189 watches at least twice a video to get to the conclusions. Whereas, 24.3 % of students go through only once to make their concepts clear.

Out of the total students, 88.9 % find YouTube videos easy to access. Conversely, 11.1 % of them struggle to find pertinent videos on YouTube.

During the survey students were asked about the better impact on studies, 75.1 % find educational videos have a better impact on their studies as they can pause, watch and gain knowledge remotely and visually understand the content yet 24.9 % still feel like paper notes have a great impression on their academics as they can understand when they read or memorize better.

Table 6. Access to YouTube educational videos

Variable	Frequency	Percentage
<i>How many videos for clearing the concept?</i>		
Once	46	24.3 %
Twice	62	32.8 %
Several	81	42.9 %
<i>Do you find YouTube videos easy to access?</i>		
Yes	168	88.9 %
No	21	11.1 %
<i>What has a better impact on your academics?</i>		
Paper notes	47	24.9 %
Educational videos	142	75.1 %

Table 7 determines that out of total students 38.6 % thought of starting a YouTube channel, while 24.9 % did not even think of starting a channel. However, 23.3 % have often thought about starting their channel. Whereas, 13.2 % seldom thought about starting a YouTube channel. There's a ton of engaging fall flat recordings on YouTube, information appears half the individuals on YouTube are there for education. A new Pew investigation thinks about overviews 4,594 Americans in 2018 found that 51 % of YouTube users employments YouTube recordings to memorize modern things.

The satisfaction from educational videos on YouTube has a great number of positive responses. 43.9 % of students have been very satisfied with the educational videos on YouTube that and 51.9 % are only satisfied. However, 3.7 % out of total students have been dissatisfied with the educational videos on YouTube and the ratio of very dissatisfied is 0.5 %.

Table 7. Feedback on YouTube educational videos

Variable	Frequency	Percentage
<i>Think about starting your own YouTube channel?</i>		
Yes	73	38.6 %
No	47	24.9 %
Often	44	23.3 %
Seldom	25	13.2 %
<i>Satisfied with the educational videos on YouTube?</i>		
Very satisfied	83	43.9 %
Satisfied	98	51.9 %
Dissatisfied	7	3.7 %
Very dissatisfied	1	0.5 %
<i>Feedback towards educational videos on YouTube?</i>		
Very good	106	56.1 %
Good	64	33.9 %
Fair	16	8.5 %
Poor	1	0.5 %
Very poor	2	1.1 %

The survey also displays the feedback towards educational videos on YouTube in a structured way. Out of 189 students, 56.1 % reviewed 'very good', 33.9 % respond it 'only good'. However, 8.5 % viewed it as 'fair'. While 0.5 % criticized it as 'poor' and ratio of 'very poor' is 1.1 %.

5. Conclusion

After the results of the following survey, we can conclude how the usage of YouTube is beneficial for university students and how it has a great impact on their studies. The only challenge is the assessment of the reliability of the content, for that reason, substance choice should be done by the instructor. Lastly, YouTube recordings have been a valuable source of instructive substance, they are a free internet-based device, and the effect has been imperative based on the study on students' performance. The main objective behind this paper and survey was to assess the importance of YouTube for Educational purposes and to investigate how YouTube is beneficial for education among the students of Sindh University. By advancing YouTube, the university will be favoring the students to learn remotely and act appropriately, this way other underprivileged understudies can too take advantage of the lectures that are being provided on YouTube. Also, to decide the relationship between YouTube utilization techniques and academic outcomes of Sindh university students.

The results of the study have appeared that understudies get it and can keep in mind the complex concepts much superior when they are uncovered to a visual clarification video. We found that most of the understudies in case not all observe the brief recordings, which isn't the case with literary content. One of the most advantages of YouTube is that it may be a free web-based benefit that contains brief substance almost particular concepts instructed in universities. Educators can easily look and audio recordings related to a particular concept or information, and after that give the understudies with the interface. The survey above took

place among a total of 189 students of Sindh University, and the majority of them are undergraduates. The high ratio behind the main purpose of using YouTube was (entertainment, 55.6 %) and on 2nd (information, 36 %). The majority of students who seem to watch the videos are in the English language that is almost 70 %. They use YouTube for skill development purposes as well and the ratio was 64.6 %. The survey highlighted the major questions regarding YouTube and its impact on students and how YouTube has a positive impact on educating youth that is 74.1 %. A great number of students have seen satisfied with the YouTube recordings and 69.3 have seen great outcomes in their academic performance. Meanwhile, when they were asked to leave the feedback, 56.1 % have voted it to be 'very good' and 33.9 % found their experience 'good'. Overall, the students of Sindh University seem to have a positive impact of YouTube on them, and further, they are looking for betterment towards it.

In case we further talk about how YouTube has made a difference people clear their aptitudes and career-wise numerous individuals have seen victory by sharing their intelligence, information, strategies, and encounters. Several understudies have begun their careers on YouTube by sharing their information so other understudies who are having inconvenience in their studies can pick up some information. Furthermore, YouTube has been an amazing source of illumination amid the time of the covid'19 outbreak since students were losing hope in their education. This streaming benefit has spared the pace of instruction understudies were around to witness. Moreover, understudies have learned new abilities amid this time and they were utilizing those skills in a really practical way.

References

- Alaba, 2014 – Alaba, O. (2014). Developing learners' second language communicative competence through active learning. *Journal of Educational Technology & Society. International Forum of Educational Technology & Society.* 17(2): 257-269.
- Almobarraz, 2018 – Almobarraz, A. (2018). Utilization of YouTube as an information resource to support University courses. *The Education Library.* 36(1): 71-81.
- Almurashi, 2016 – Almurashi, W.A. (2016). The effective use of YouTube videos for teaching the English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research.* 4(3): 32-47.
- Berk, 2009 – Berk, R.A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning.* 5(1): 1-21.
- Burke et al., 2009 – Burke, S., Snyder, S., Rager, R. (2009). An Assessment of faculty usage of YouTube as a teaching resource. *The Internet Journal of allied health sciences and practice.* 7: 48-63.
- Dubovi, Tabak, 2020 – Dubovi, I., Tabak, I. (2020). An empirical analysis of knowledge co-construction in YouTube comments. *Computers & Education:* 103939.
- Duncan et al., 2013 – Duncan, I., Yarwood-Ross, L., Haigh, C. (2013). YouTube as a source of clinical skills education nurse. *Education today.* 33(12): 1576-1580.
- Mishra, et al., 2020 – Mishra, L., Gupta, T., Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open.* 1: 100012.
- Riswandi, 2016 – Riswandi, D. (2016). Use of YouTube-based videos to improve students' speaking skill. Paper presented at the The 2nd International conference on teacher Training and Education, Sebelas Maret University.
- Sari, 2012 – Sari, L.P. (2012). Optimizing the application of YouTube videos to improve students' speaking skill in using language function. (Undergraduate), Sebelas Maret University, Surakarta.
- Series, 2011 – Series, S. (2011). Teachers discovering computers; Integrating technology in connected world. USA: Cengage Learning.
- Tiene, 2004 – Tiene, D. (2004). Bridging the digital divide in the schools of developing countries. *International journal of instructional media.* 3(2): 89-97.
- Trier, 2007 – Trier, J. (2007). Cool engagements with YouTube. *Journal for adolescent and adult literature.* 50(7): 598-603.

Tutty, Klein, 2008 – Tutty, J.I., Klein, J.D. (2008). Computer-mediated instruction: A comparison of online and face-to-face collaboration. *Educational technology. Research & Development*. 56(2): 101-124.

Watkins, Wilkins, 2011 – Watkins, J., Wilkins, M. (2011). Using YouTube in the EFL Classroom. *Language Education in Asia*. 2(1): 113-119.

Yee, 2015 – Yee, V. (2015). Teachers' and students' perceptions towards the use of YouTube videos in an English classroom. Bachelor of Ed. Dis. University of Hong Kong.

Zeng, 2012 – Zeng, D. (2012). *Advances in Computer Science and Engineering*. New York: Springer.

Zimmermann et al., 2020 – Zimmermann, D., Noll, C., Gräßer, L., Hugger, K., Braun, L., Nowak, T., Kaspar, K. (2020). Influencers on YouTube: a quantitative study on young people's use and perception of videos about political and societal topics. *Current Psychology*. DOI: <https://doi.org/10.1007/s12144-020-01164-7>