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Published in the USA  
International Journal of Media and Information Literacy  
Issued since 2016.  
E-ISSN: 2500-106X  
2024. 9(1): 4-16

DOI: 10.13187/ijmil.2024.1.4  
<https://ijmil.cherkasgu.press>



## Mapping of Learning Efficacy Through YouTube: An Empirical Study of Media Learners in Kolkata

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### Abstract

YouTube has augmented from a platform of entertainment and information dissemination to a brilliant tool of learning and sharing knowledge. Supporting the mechanism of online education, social media became a podium where knowledge could be shared easily and interaction was possible despite the strict confinement protocols during Covid 19. Social distancing hampered the educational process and social media tried to fill the gap thereby making interactions possible between teachers and learners, and kept them connected. During this time YouTube emerged as a learning tool which facilitates understanding of concepts and expertise. This research attempts to study the utilization of YouTube for the purpose of learning. The research methodology adopted is qualitative and focussed group discussions have been conducted and analyzed to understand the usage of the platform by the learners of media and communication studies. The research substantiates the social learning theory that erudition can take place by observation of media like YouTube and acts as an aid to understanding concepts and procedures. The study delves into reasons for which media students can efficiently learn from YouTube like easy and cheap accessibility, audio-visual content, content in various languages, significant resources, and varied content. There are also reasons like poor quality of the audio-visual content, frequent advertisements and misleading content which can lead to obstruction in a pleasant experience of learning. The primary reason which emerges from the analysis for the popularity of the medium is 'micro-learning' which enables learning through simplification.

**Keywords:** Social media, media education, YouTube, education, technological acceptance, new media.

### 1. Introduction

Social media is getting popular for information dissemination and enhancing the image of a brand by increasing social media participation. It is used as a knowledge sharing platform as it is easily accessible and widely popular among the youngsters, and interaction happens swiftly (Scherer et al., 2019). More and more educators are using the social media platform to improve the teaching learning process. There are various pages, groups and communities on social media platforms by different educational institutions or members which promote active participation and engagement. These groups or communities also serve as a space where information sharing and discussions take place, thereby reaching to people in an informal way, which make it more convenient. This fosters collaboration and networking among talent from anywhere possible and also makes scope of promotion of their intellect. One can share great ideas, work with one another and get guidance from the great minds across boundaries. Also, the learners can form expedient connections for their career ahead. After the pandemic it is quintessential to form connections on

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social media between the teachers and learners to keep associated off campus. During the pandemic the social media served as a quick tool to regularly inform about the updates and receive inputs from one another, because of the high popularity of the medium. The technological advancement has enabled every sphere to make a progression towards betterment and higher accessibility; the digitization of media and communication has led mankind to take a giant leap towards development and better quality of life. The new media ensures feasibility of tapping the next level potential and power of communication as it is interactive, digital, versatile, convergent. The sustainable development goals promote those areas which are necessary for the survival of mankind on the planet and which can only happen with the judicious utilization of resources. The internet since its birth, has evolved into a tool, which can be greatly beneficial for the society and help in the accomplishment of a sustainable future. YouTube is one such popular platform which churns massive content for various purposes. The audience consumes this global content for keeping oneself entertained and informed, where it has been observed that the audio-visual content uploaded on YouTube can impart knowledge, learning and skills.

Vincent Miller in his book, *Understanding Digital Culture* says that digital media and new media devices like mobile phones have integrated with the lives that there seems no existence without them (Miller, 2020). The new media is a comprehensive kind of media that can advance every industry, including education, entertainment, business, finance, science, and every aspect of societal activity (Adnan, Yaacob, 2021). There are many reasons to use new technology, theory of technology determinism proposes that theories about its benefits and drawbacks are put forth. There are certain new dimensions which a new technology meets when it is integrated with the society, this have not been decided when this new technology was given birth to. So, the potential uses of a new media cannot be determined from the very beginning when it is introduced in the society. Marshal McLuhan opined that communication is revitalised by the new, interconnected, global new media, and he distinguished between "technique and technical invention" and explained how a new invention became an 'available technology' (Freedman, 2002; Williams, 1974). This can only be accomplished through the guided efforts of the human mind; society decides which technologies to continue using and which to abandon after considering their utility.

#### *Social media altering interactions*

Social media has impacted the process of social interaction in the world and ushered in many changes. It gives scope of interaction with different groups of people in various roles with a 'low risk environment'. According to the author Shannon Deaton, social learning theory is widely applicable in case of interaction on the social media and there is less social anxiety more self-efficacy. Social learning can only when happen when the learners are engaged to others in a 'cohesive environment', which is not possible in a traditional classroom as it does not permit the learners to interact with other experts, peers, researchers, industry mentors (Deaton, 2015). It acts as a platform which opens bigger avenues for interaction which were earlier limited to only physical meetings and mass media (Macek, 2015). The sociocultural theory of cognitive development by psychologist Lev Vygotsky asserts that learning is a social process as well as a cultural phenomenon and happens through interaction with skilled people. A study conducted by a researcher does provide 'educational opportunities' as in their results they found out that many learners feel motivated through interaction and socialization which is fostered by social media (Taylor et al., 2012).

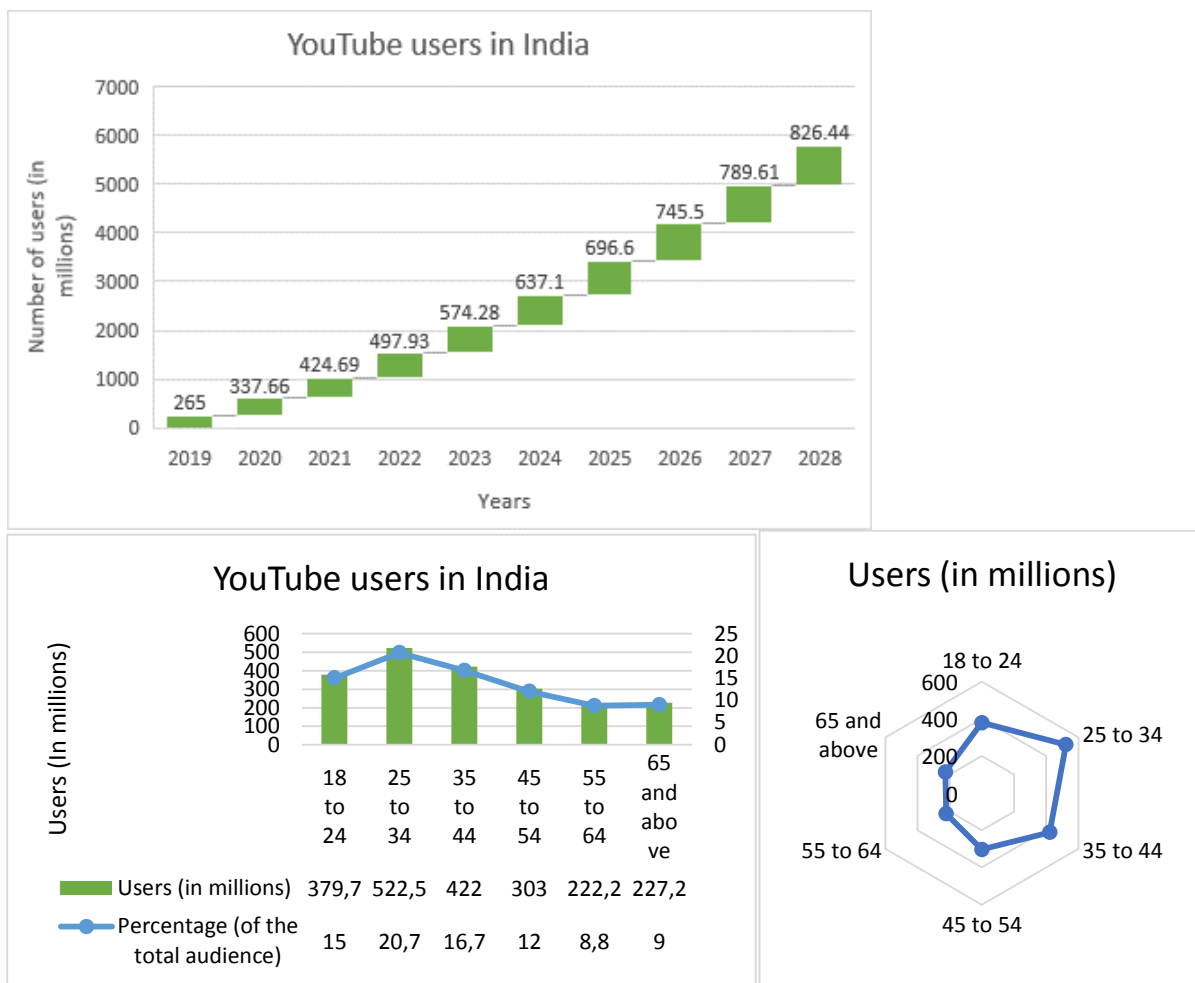
#### *YouTube as a learning tool*

YouTube started its operation in 2005 by Steve Chen, Chad Hurley, and Jawed Karim. The search engine Google attempted to start a new service called Google videos, which failed to congregate viewers and led Google to occupy YouTube in 2006. Then Google started to negotiate deals with content creating companies to let them telecast their content on YouTube to avoid copyright infringement issues and allowed playing some advertisements between the videos (Rawal, 2018). The success story of YouTube has created history. It is estimated that by 2028 the number of YouTube users will increase by 252 million, almost 43 per cent which makes it the second social media in terms of popularity. Statista reports that there are 2.6 billion viewers of YouTube in a month and 467 million in India in 2023, with T-series being the most subscribed YouTube channel on the international front. Of the total users, most of the audiences are in the age group of 18–35. Also, it is established that 7 in 10 users are on a mobile device for consuming the content. YouTube is a platform which contains gigantic information about varied topics and the study carried out by the researcher on analysing the viewer's comments on the video found that

such content is capable of generating understanding and positive interest. The researcher thus concluded that YouTube does serve as a knowledge sharing platform where educators should upload quality videos to transmit information on topics of academic interest (Godwin et al., 2017).

YouTube content can serve as an aid which can further the reception of topics that are challenging and could simplify the information, thereby benefitting education (Bello-Bravo et al., 2021). The younger generation are adept with the digital can adapt to the new digital learning environment and consider YouTube as very popular and a versatile medium for educational and learning purposes (Cihangir, Çoklar, 2021). A study conducted to measure the technological adoption of YouTube found that its use is made significantly in respect of tertiary education and is accepted as a popular medium among individuals for learning something new. It was also suggested by the researcher through a regressive analysis that there exists a relation between the willingness of the learner and their intention of use, which makes YouTube a successful platform for learning (Maziriri et al., 2020).

Information and Communication Technology has become pertinent for students to cope up with learning and the learners have been making extensive use of these tools for educational purposes. The videos which are shared through the new media are helpful in sharing of information and skills. The videos packed with information certainly has the capacity to educate and entertain a large audience and it can promote learning through audio visual exposure which captures the attention of a mind easily. The researchers have found evidence that YouTube videos do augment learning experience and offer relaxation coupled with erudition and information, it affirms that YouTube is a media towards which people have an affinity and dependence as a learning solution (DeWitt et al., 2013; Moghavvemi et al., 2018).



**Fig. 1.** YouTube user demographics in India

As per data available from Statista.com, India has the highest number of 462 million active YouTube users as a consequence of the Covid where YouTube served as a dominant source of

information, entertainment and learning. The YouTube is bound to exert a significant influence on the society in India. The total number of YouTube users in India accounts for 18.68 % of the users in the globe. The Oxford Economics suggests that YouTube creative ecosystem generated over 10,000 crores of rupees in India and 7,50,000 full time equivalent jobs. The graph below demonstrates that the expected rise in users of YouTube in 2028 reflecting a steep rise. Also the other graph suggests that the most of the YouTube users in India are in the age group 25 to 34.

### *The Digital Divide*

A majority of the individuals have access to digital media, and a vast population relies on new technologies for information and communication. At the same time new media is harnessing power benefitting from its ability to bring people together and mobilising them for varied causes. There are various concerns leading to speculations about the new media exerting influence on socio political factors that could lead to disinformation, information polarisation, and political affinities (De Zúñiga, Chen, 2019). In a study 'Covid-19 and the Digital Divide: Responding to the South Asian Digital Divide in the Education Sector', Irini Iacovidou and Himanshi Sharma accepted that digital growth heralded an era of manifold use of information and communication tools but articulated about a worrisome situation where all the individuals might not be able to reap in the advantages of the digital technology equally pertaining to the digital divide (Iacovidou, Sharma, 2022). Homes defined digital divide as a condition because of which not everyone has equal access to the benefits of digitization and digital tools available with the progression of the digital media (Goad, Holmes, 2022).

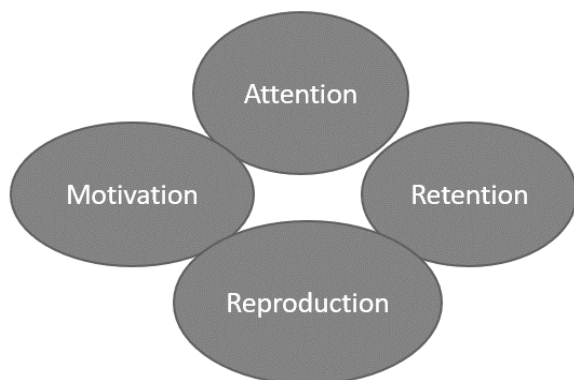
## **2. Materials and methods**

The research objective is to understand the role of YouTube as a social learning tool. To map the efficacy in learning, the qualitative research was adopted with its emphasis on focussed group discussions. Focus Group Discussions were conducted among the learners and participants (age group of 18-24 and pursuing graduation and post-graduation in media and communication) who were the followers of different channels of educational content on YouTube has been taken into consideration. Purposive sampling was the measure of choosing the respondents for this study. There were three discussions which had 8 participants in each group. The researcher has attempted to find out the opinion who view/subscribe/like the various educational content (special focus on media & communication studies) on YouTube and following are the questions:

1. What is the average time spent daily on YouTube/educational videos on YouTube?
2. What are the purposes of time spent on YouTube for media & communication studies?
3. What are the experiences of learning on YouTube and reasons to follow YouTube?
4. What causes YouTube viewers to not discontinue viewing an instructional video?
5. How long is the appropriate length for a YouTube instructive video?

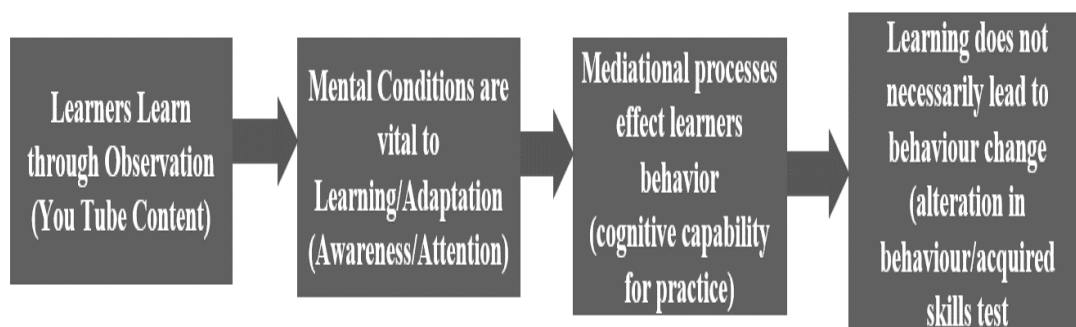
*Social Learning Theory*

*Stages of Social Learning Theory*



**Fig. 2.** Theoretical Framework of Social Learning Theory (Albert Bandura, 1961, 1963, 1971)

Albert Bandura (Bandura, 1971) proposed social learning theory to determine whether social actions could be accumulated by observation and simulated. Bandura proposes that people can learn actions/performs through observation. He further explains children or any person learns or imitates the actions by seeing/viewing regularly from many aspects (it can be elders, parents, teachers, friends and others) directly or indirectly.



**Fig. 3.** Conceptual Framework of Social Learning Theory

Here in this study, it can be assumed that the learners with an objective to learn in asynchronous mode, they observe the content from various media especially YouTube (where they can map, compare and can find the best audio/audio visual content of their own choice) and practised the same whenever required. So, social learning theory is not restricted to the limited sphere of physical spaces (synchronous learning) but it deems fit for learning through You Tube.

### 3. Discussion

In the research paper published in U.S.A. *Social, Psychological, Professional and Academic Features of the Use of Social Media in the Activities of Higher Education Institutions* articulates social media platforms play a role in shaping academic trajectories by facilitating interaction with the teaching staff of educational institutions and integration of social media in university activities is pertinent. The examination of the content on various social media platforms like Facebook, Instagram, YouTube and others indicates that the content in selected educational institutions consists of educational and informational materials. A diverse thematic approach leads to the content creating a greater impact. This study documented that the content from New York University available on YouTube focusses on social and academic themes where a substantial portion of material comprised of interviews, discussions on student life, and speeches delivered by graduates from different batches The university's content, encompassing texts, graphics and videos, is designed to yield specific outcomes. The authors highlight that videos play a crucial role in enhancing students' professional attributes by providing them with the opportunity to acquire knowledge in a particular thematic area remotely.

The case study of the New York University for analysing their practical use of social media hints at three causal connection between the content of the social media and the competence of the institution (Slutskyi, 2023). A research study titled *YouTube's influential factors for academic achievement: A two-stage approach* to examine the factors influencing the use of YouTube as a learning tool and how these factors impact academic performance concluded that in the contemporary era, YouTube has become a prevalent educational resource, with students being the primary user who utilize YouTube for diverse purposes, including learning (Gerundo et al., 2022; Roy, 202). Regenerative endodontic procedures represent a significant advancement in dental practice, and amidst the Covid-19 pandemic, YouTube audio-visual content has emerged as an informational resource for dental students, practitioners, and patients. The study carried out in 2022 seeks to assess the quality, content, and demographic aspects of YouTube videos related to regenerative endodontic procedures. They could be regarded as an additional source of information for dental students and practitioners (Kaval et al., 2023).

In a research study conducted in 2023 with the aim of investigating the Unified Theory of Acceptance and Use of Technology, regarding the adoption of augmented reality smart glasses in teaching. The study was constructed employing a questionnaire among the educationists to understand their attitude towards the practice of using these mobile smart glasses o medication, to which it was observed that they were optimistic for it (Kazakou, Koutroamanos, 2023). The digital pose a hurdle to traditional school settings as the central hub for learning and development. Informal learning environments, facilitated by avenues such as computer games, social media, and coding programs offer young individuals vibrant communities to cultivate the competencies and knowledge essential for twenty-first century (Erstad, Silseth, 2023). A scholar writing on technological acceptance maintains that technology gains acceptance when users embrace it.

The study highlights the machine learning algorithms generated and gives validation of previous studies, indicating that user acceptance plays a crucial role in the technological acceptance (Chung et al., 2023). The rise of digital storytelling and generative artificial intelligence platforms represent a significant transformation, providing individuals the ability to express themselves with assurance and share their narratives proficiently. The study proclaims the potential of generative AI platforms holds great promise in enhancing the narrative intelligence and writing self-assurance of undergraduates, fostering the design and development of their storytelling skills (Pellas, 2023).

The onset of COVID-19 has had a negative impact on the learning experience of university students, particularly in developing nations such as Nigeria. As a result, numerous institutions have turned to social media as a means of facilitating learning during the COVID-19 lockdown. Therefore, the primary objective of the study is to evaluate the effects of social media learning environments on the university learning process. The study suggests the positive role of social media learning environment like YouTube, Facebook in skill enhancement course and urges the government to take concrete steps towards developing infrastructure for e-learning (Gambo, Musonda, 2022).

This study emphasizes the significance of media information literacy, emphasizing the crucial role played by social media in spreading information and promoting literacy among users. It serves as a noteworthy contribution to both researchers and policymakers, offering insights into how social media enhances awareness during pandemics. Utilizing quantitative research through surveys, the study investigates the connection between social media, information literacy, and the behavior of youth, specifically exploring the effects of information dissemination related to COVID-19. The conclusion drawn is that social media plays a substantial role in fostering literacy and influencing youth behavior, encouraging the adoption of preventive measures like wearing masks, using sanitizers, and maintaining social distance (Bajwa et al., 2022).

Yet another research study titled, *YouTube as a site for vocational learning: instructional video types for interactive service work in retail* appropriates the effectiveness of online instructional videos for learning skills required at workplace and vocational education. There has been a splurge in the number of businesses, educators, and learners who are utilizing public video-sharing platforms such as YouTube to educate and acquire knowledge about work practices, job roles, and skills. The researchers gathered and analysed videos instructing on service work that involves transactions on YouTube. The study asserts the adoption of digital technologies, including social media, publicly accessible online video-sharing platforms, mobile devices, and the growing availability of affordable video production tools, is poised to revolutionize the provision of vocational education and training. Education specifically has developed and employed training and tutorial videos for skills enhancement (Arkenback, 2020; Callan et al., 2020; Srinivasa, 2020).

A research study conducted in study in 2020 finds that apparent appropriateness is a suitable insight for YouTube as a perceived educational tool whereas the acceptance by the students who were part of it and also undergone the perceived insights, beliefs and intents which was drawn by Technology Acceptance Model (TAM). Further they argued that intention and anticipation as a hypothesis was significantly associated with this (Maziriri, et al., 2020). The findings also indicated that males tended to adopt devices at an early stage, whereas academics were early adopters of both commercial services and academic social networking sites.

The research publication titled *Technology and Social Media Usage in Higher Education: The Influence of Individual Innovativeness* indicated that males tended to adopt devices at an early stage, whereas academics were early adopters of both commercial services and academic social networking sites (Aldahdouh et al., 2020). There has been an exponential growth social media for educational purposes and utilizing a bibliometric method, the results indicate a consistent increase in scientific output and citations, along with the broadening of topical areas over the last decade. Among the 15 social media platforms analyzed Facebook, Twitter, and YouTube garnered the most attention (Barrot, 2020). A research titled *Video and language learning* expresses that audio-visual content and video represents a notably enriching form of second language input. It not only immerses learners in authentic language usage but also, through the integration of diverse input modes like imagery and audio, has the potential to engage multiple facets of second language acquisition, including comprehension and vocabulary development (Lin, 2014; Perez, Rodgers, 2019).

T. Sharma and S. Sharma (Sharma, 2021) in their study finds that You Tube plays an integral part of teaching and learning for elementary, high school, graduates, academician along with

educators. A researcher talks about importance of YouTube for social studies teaching learning instruction in elementary classrooms. Consideration assumed to the assessment of YouTube videos. Their article deliberates the possible encounters of using YouTube as an aiding tool for classroom and proposes recommendations for incapacitating those encounters. They discuss the importance of YouTube for social studies teaching learning instruction in elementary classrooms. Consideration assumed to the assessment of YouTube videos. Their article deliberates the possible encounters of using YouTube as an aiding tool for classroom and proposes recommendations for incapacitating those encounters (Joonas, 2011). During Covid-19, YouTube assessment was done in a research study to find that it has influenced and proved to be effective for the medical trainees/practitioners for otolaryngology. The trainees find YouTube educational content as a primary learning tool for their practice (Korkmaz, 2019). The study undergone to Technology Acceptance Model through the help of the questionnaire for doctoral students suggests that active collaborative learning and participation through social media enhance students' learning experiences, fostering group discussions. Consequently, the incorporation of these methods should be promoted in higher education institutions during the learning and teaching processes (Al-Rahmi et al., 2018).

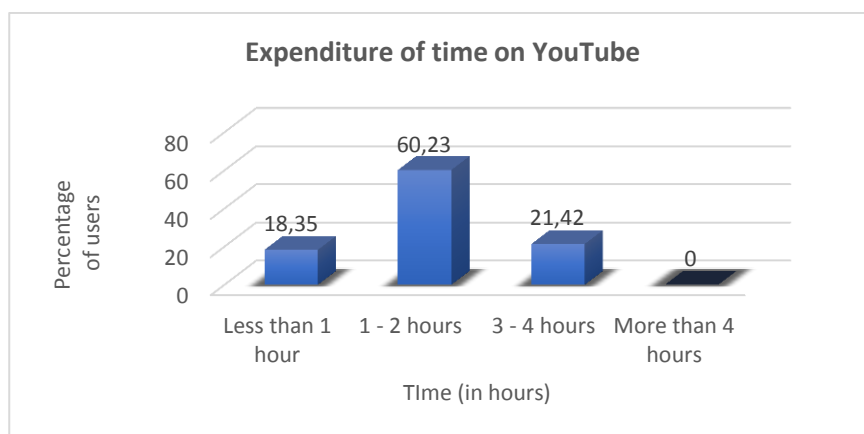
A study published as *The social mediated age of information: Twitter and Instagram as tools for information dissemination in higher education* carried out an experimental research involving 405 college students, which observed the impact of visually oriented messages on Instagram to recall digital information among American college students. It aimed to find the influence of communicator credibility on the manner in which college students engaged with digitally disseminated information. This researchers ascertained in the study that the highest enhancement in information retention occurred when visually based information was disseminated (Arceneaux, Dinu, 2018). Male Urethral Catheterization (UC) educational content (information/practice/approach/demonstration) through You Tube has been assessed by researchers in their study (Nason, 2015). Junior doctors find this selected content of Male (UC) relevant and helpful for their study (Iriarte-Solano et al., 2022). The video content shared on YouTube provide large pool of resources which enable discussion on topics of academic interest and with the help of tutorials, forums it facilitates the reception of knowledge. The audio-visual content of the platform nurtures creativity as it has at its disposal the tools of illustrations, graphics which assures impartment of the skills. YouTube could offer help in imparting knowledge by audio visual content on simple and short information which could be consumed multiple times (Sari et al. 2020).

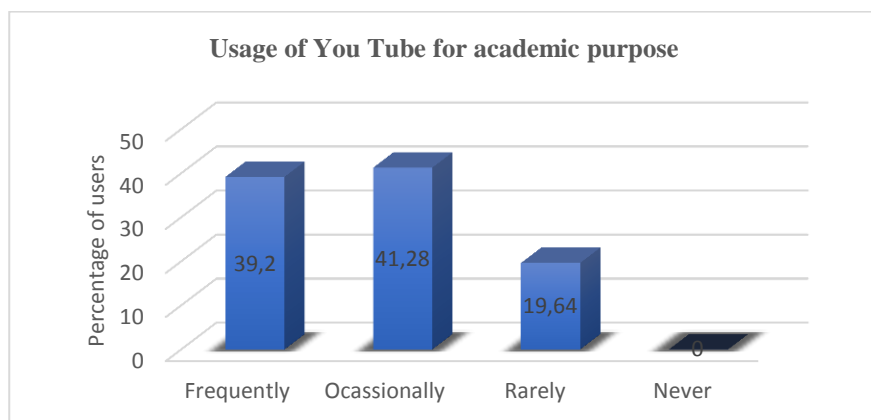
#### Theory

Persons who are observed are termed models. In our heterogeneous and diverse society like India, learners are encircled by various persuasive models, like parents, teachers, family, friends and most importantly the content along with the characters on media (social media, Television etc) McLeod, S. (2011).

#### 4. Results

A poll was conducted on social media Facebook which probed regarding the time spent by audiences on YouTube, and the poll collected the following data (Reach – 935, Engagement – 361):





**Fig. 4.** Average time spent on YouTube; use of YouTube for academic purpose

The results showed that 1-2 hours was the time for which most users were engaged on YouTube (60.23 %) for various purposes. Around 41.28 % respondents used YouTube once in a while (ocassionally) for academic purposes, but 39.2 % always used the platform for fulfilling their curiosity for learning. However, 19.64 % informed that they are only sometimes dependent on YouTube for learning. Also, it was found that there was no respondent who never used YouTube to learn anything.

The groups were informed about the topic and asked some questions and their opinion was sought on different issues while viewing content on YouTube. The participants conveyed that mostly they use the platform for purposes of entertainment, information gathering, and learning.

**Table 1.** Primary data collection from group discussion

	<i>Group Discussion 1</i>	<i>Group Discussion 2</i>	<i>Group Discussion 3</i>
<i>The average time spent daily on YouTube</i>	1 – 3 hours, less than 1 hour, less than 1 hour, 1 – 3 hours, 1 hour, less than 1 hour, 1 – 3 hours, less than 1 hour.	Less than 1 hour, less than 1 hour, 10-15 minutes, 2-3 hours, 15 – 30 minutes (Less than 1 hour), less than 1 hour, less than 1 hour, 1 – 2 hours.	Less than 1 hour (4), 3 – 4 hours, 1 – 2 hours, 1 – 2 hours, 1 – 2 hours
<i>Purpose of viewing content on YouTube</i>	Entertainment, News, Analysis of news, topics from the syllabus, preparing for current affairs, knowledge of the world, preparation of topics for interview, Information about varied subjects related and not related to our discipline, to be aware of the popular culture.	Watching adaptations, movies, plays, reviews of books or movies, learn digital marketing skills, review of new restaurants and food, skills (videos are available at beginners’ level to expert level), areas related to my discipline, doubt clearing on various issues, peer learning videos, travel vlogs, entertainment, news.	Entertainment, learning new software or watching tutorials, learning new technology, keeping abreast with new technology, news and current affairs, completing assignments, case study, revision of topics covered in class, learning from the experts, interviews of celebrities and industry experts.
<i>Reasons for learning on YouTube</i>	YouTube offers audio – visual content so it’s easier to learn and understand, information is accompanied by	Easily accessible as it can be viewed from mobile phone and tab, portable and flexible, the content can be watched within	Free content (only data pack required), learning extracurricular activities, a lot of content is available – one is free to



	visuals, informative and entertaining at the same time, availability in regional languages, translation possible, more accessible. Portable and flexible (ability to learn freely irrespective of time and space), easy to access and easy to operate, tutorial channels are also very popular, learning extracurricular activities, like cooking, painting, home decor, music composition, art and craft, photo editing, possibility to learn new software.	the comfort of one's place by simply using headphones, learning extracurricular activities, language is not a barrier, catching up with the trends, international content, watching reviews of upcoming movies, interviews, Large and diverse content available across geographical boundaries, international content.	choose a video which they can understand, the video can be played again and again, the speed of the video can be altered as per one's convenience, YouTube recommends other similar videos which can be viewed, audio-visual platform, no language barrier, career counselling, inspirational videos, videos of online games, challenge videos, music videos, Youtube reels.
<i>Negative experiences of learning on YouTube</i>	Very short length videos which sometimes are incapable of explaining properly, internet is a new media and subjected to rampant changes – creator have to keep up with the current trends and SEO guidelines, repetitive content, content might go unnoticed as similar topics are available on all channels, no experimentation of content.	Endorsement and indirect advertising through videos, incorrect information, and promotional content, content is not appropriate or vague.	Quality of the audio and video, longer duration videos, offensive content, clickbait videos, advertisements.
<i>Appropriate length for a YouTube instructive video</i>	15 – 30 minutes (8).	30 minutes (3), 1 hour (1), less than 20 minutes (2), 15 – 30 minutes (2).	Less than 20 minutes (2), 9-10 minutes (2)), 7 minutes (1), less than 20 minutes (1), 1 hour (2).

#### *Utility of YouTube as a learning tool in media and communication*

From the group discussion it was evident that YouTube is very popular in terms of providing assistance for learning and education and many turn to the platform as a tool for revisiting or explanation of complicated topics required for academic purpose. It does impart understanding of various issues, extracurricular activities, facilitates in making assignments, and benefits in keeping abreast with new trends and developments. Many students informed that they make ample use of the platform to learn innumerable media related software and train themselves taking its help as an additional knowledge source, as these videos can be viewed at their leisure and pace. Some students commented content could be repeatedly viewed as many times as desired and therefore it is a help in remedial learning. A student studying her master's degree in film suggested that the platform is quite prominent for accessing movies, plays and other audio-visual content. However, students with specialisation in Journalism consider it to be an illustrious source of news and current events which provide unbiased analysis and varied perspectives from across the globe, and it becomes pertinent for journalism enthusiasts to partake in the information exchange, either as a consumer or content creator. The universal recognition of mobile journalism creates opportunities

of 'citizen journalism' or 'grassroots journalism' where one could generate content and reach a large audience through the medium of YouTube and lead to entrepreneurship and further develop employment. Another student said, "We could post our documentaries, travelogues, short movies on our own channel on YouTube as we are novice and honing our skills, and it offers a brilliant prospect to showcase our work".

#### *Reasons for the popularity of YouTube as a learning tool*

The media learners pointed out the utility of the YouTube – easy and cheap accessibility, portability, case studies, audio-visual content which provides information and diversion, multilingual content, translation tool, large pool of resources, custom playback speed option, diverse content (global). "The platform ascertains great power of reaching a huge population irrespective of geographical boundaries. I can access study materials and new developments from different universities across the world. It gives me the ability to connect with like-minded people who have similar interests. I can read their work and share my work with them", said a student pursuing post-graduation in journalism. Another student, who is an undergraduate student of communication opined, "I am planning my career in digital marketing and I regularly engage in workshops and content of courses which are provided on YouTube. I have gathered a lot of knowledge from such videos where I can see and learn from the experts. It is interesting to brush up some skills from YouTube as there are numerous videos posted by diverse people, and you can keep switching from one video to another depending on your predilection". Yet another undergraduate student came up with the opinion that she particularly is fond of learning from YouTube for the simple reason that she can view the content as per her convenience and availability of time. "I can relax in the comfort of my home and plug in earphones on the mobile phone and keep watching something which I really want to learn at the moment".

#### *Causes of content being unappealing*

An undergraduate student of communication said, "The primary reason why I stop watching content is when it is endorsing something/someone and it is an indirect marketing tool". Another student stated, "The content is not appreciable if it promotes political affiliations or vested interests; if this happens, I switch to some other video or stop following a channel". "I aspire to become a famous journalist and it's my passion to report accurately, I discourage sharing of biased information and cannot stand this happening, I would immediately stop watching content which is not objective", a learner reiterated. Many said that too many undesired advertisements are an annoyance while watching content. Also, many said, "boring video is the chief reason for putting off a video, also, if the style of presentation is not understandable and clear; the tone of voice; the knowledge of the instructor; audio and visual quality all are variables which decide how interesting an audio-visual content could become". One group discussed that if any part of the content carries offensive statements, it can damage the reputation of a content creator. Another group accepted that if the video is very short and not capable of explaining information serves no purpose. "Creators on YouTube should update their SEO skills so that the video meets the appropriate audience, also they need to experiment with their content. YouTube search be more accurate, as not always you stumble upon the video which I might require", discussed some students.

## **5. Conclusion**

Micro-learning emerges as the foremost reason for the popularity of YouTube content for learning, one has the ability to break down the process of understanding a complex topic. The audio-visual nature of the platform is compelling people to come back to visit the content, which is again in lieu of the social learning theory which claims that people can learn by imitating and observing other members of the society regularly. Hence, the social learning theory by Albert Bandura is applicable to make YouTube a worthy learning tool, because it employs auditory and visual facilitation of knowledge and information. Learning by seeing/online visiting the information, use of photographs/info graphics, makes the reception of knowledge easy. YouTube has brought enormous impact on the concept of learning and served a huge pool of resources being generated and stored online. The content is globally available and easily accessible through the internet which promotes democracy in terms of providing equal access to information. The acquaintance with search engine optimisation skills will lead to reach a wider appropriate audience. The platform has the potential and efficiency to elevate a country which has a huge manpower having the will to learn, where many do not get the right environment and opportunity to ameliorate their skills.

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