

Use of YouTube as teaching and learning aid in Fashion Education

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Abstract: Multimedia is prevalently used by teachers these days in their lectures. It can be an image, a video clip or a movie that helps in generating interest amongst students. YouTube is one of such platform where one can find anything and everything- any subject especially creative work and creative ways to perform a task. Fashion design is one such programme where inputs in different aspects of the Fashion are studied. In the present time, teachers have an access to so many gadgets or teaching aids so as to make learning quick, deep, fast and interesting. The present research is an enquiry related to YouTube from teachers and students' perspective. For this research educational institutes offering bachelor's and master's programme in Fashion design in and around Chandigarh were approached and data was generated from students and teachers using a questionnaire. Sewing, embroideries, pattern making as well as fashion illustration were some of the subjects which were indicated by students where their teachers are using you tube as a teaching aid. Watching YouTube also help many students to complete their assignments. Teachers also refer to YouTube to keep themselves updated about latest developments and techniques and to add to their existing knowledge. Students try to clear their doubts of the lecture and find out alternate method of doing an assignment or an activity. Using YouTube videos help students to learn conveniently and faster, enhances knowledge and lecture retention, increases class participation and is beneficial in providing practical inputs. It was found that students had more awareness and wider use of YouTube vis a vis teacher.

Introduction

Using a combination of interactive content forms make multimedia penetrate into almost all the fields like creative industry, engineering, medicine, science, education etc. In order to attract and grab attention of the viewers, multimedia is used in the field of advertising. Business proposals and presentations are not possible without multimedia. Life is not conceivable without entertainment and multimedia these days is the medium to create special effects. Image capturing/photography, editing and presenting it on different platforms also uses multimedia and hence contributing to a big industry.

Multimedia and Education: You Tube

Multimedia applications are targeted towards a personalised user environment (Steinmetz & Nahrstedt 1995). It makes learning easier and enhances information grasping. Because of this, multimedia applications are excellent tool for scholastic purpose, making education industry to use this as a platform to train people, develop courses or reference material. Combining various elements like text, videos, audios, animation, music helps the presenter to share his/her expertise/view point or talent etc. to the public/viewers in an interesting way and also permits the creation of a realistic practice field for teachers to solve problems of teaching (Ayersman 1996). Such developments in information and communication technology have brought revolution in the methods and strategies used for teaching and learning (Balbay & Kilis 2017) and hence so much can be gained from computerised learning/teaching packages (Wright 1995). Multimedia learning environments facilitate the development of independent, self-regulated thinking (Farr, Ownbey, Branson, Huantian & Starr 2005). Many researchers have found in their study that use of multimedia enhances learning outcome (Koury et al. 2009; Romig et al. 2018; Peebles et al. 2019), vocabulary retention (Yeh & Wang 2003; Yanguas 2009; Oxford 2011; Shoari & Farrokhi, 2014), attain specific learning outcomes (Berk 2009). As visuals make imagination easier and help students understand abstract ideas and conceptions, they help learners overcome their language problems, make young learners relaxed, and help them remember strategies (Oxford 2011). You tube is one platform which is used in the education industry in a big way.

YouTube is an entertainment and social interaction website operational since 2005. Within 12 months of its launch, YouTube had grown exponentially hosting more than 65,000 new video uploads¹. According to Anderson and Jiang (2018) YouTube is one of the most popular platforms that are used by teens. According to YouTube CEO Susan Wojcicki, YouTube users account for 45% of world's entire online population (Iqbal 2019) and in India there are 245 million monthly active users of YouTube and this number is expected to hit 500 million in next two years (Jonnalagadda 2018). In India, 7 out of 10 people relate to YouTubers more than traditional celebrities. Dey (2018) highlights enormous impact of video platform in our everyday lives. Medaukali (2015) emphasize the importance of the availability of the online video material which is for extra listening and note-taking practice. YouTube videos are freely available that help students to learn according to their own pace (Duffy 2008) and enhance their skills (Styati 2016) and all academicians can use it to augment knowledge (Lance^[1]& Kitchin^[SEP] 2007).

Fralinger and Owens (2009) investigated student perceptions of the effectiveness of the YouTube tutorial project on their learning and the results of the study showed that the YouTube tutorial methodology had a significant positive effect on perceived student learning. Using YouTube videos encourage students to look for similar videos, and get a habit of using YouTube as an educational resource (Chtouki, Harroud, Khalidi & Bennani 2012). From the research of Lance^[1] and Kitchin^[SEP] (2007) it has been seen that the inclusion of YouTube video-clips in marketing lessons can enhance the learning experience of students. Other than this health care students' learning and retention (Hasen & Erdley 2009), language education as well as writing skills were improved using YouTube (Mayora 2009; Barbeau 2010; Pratiwi 2011; Flerk, Beckam, Sterns & Hussey 2014).

Balbay and Kilis (2017) also studied the importance and usage of YouTube, especially in language education. University students use YouTube for entertainment as well as self-development, and hence make most of their leisure time. Youth connects very easily with this medium of communication and it has long lasting impact on their thought process and personality. Motivation is one of the major contributions of the online material in general, which applies to the context of this study, too. The insights into the existing literature, motivated the researcher to work on students and teachers from a creative field like Fashion Designing. Following are the objectives for the present study.

Objectives

1. To study the awareness about various YouTube channels amongst students and teachers from Fashion Design discipline.
2. To know the reasons for which YouTube is used by students and teachers.
3. To know the subjects for which YouTube is used by students and teachers.

Methodology

For this research, educational institutes offering bachelor's and master's programme in Fashion Design in and around Chandigarh were approached. An online questionnaire was sent to the students and teachers from these institutes and a response was obtained from 100 respondents.

¹https://en.wikipedia.org/wiki/History_of_YouTube

Along with this few interviews were conducted with teachers as well as students to understand their views and perspective for using YouTube.

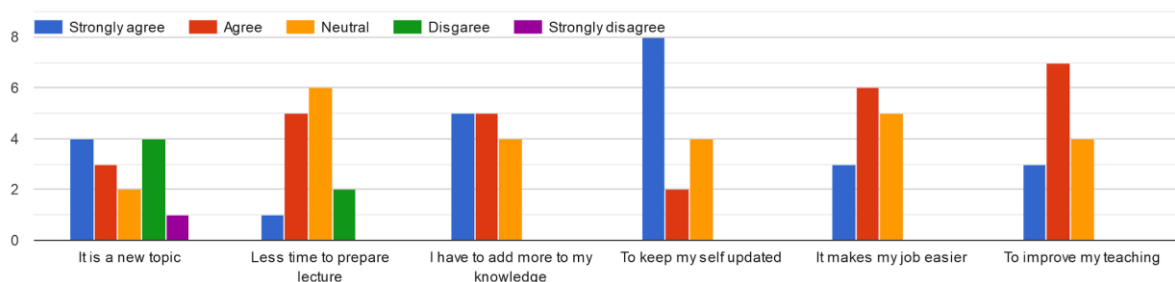
Results and Discussion

All respondent teachers are teaching varied subjects to Fashion Design students. Most of the teachers are taking graduates as well as post graduate classes (71.4%) and teach both theory and practical subjects. Half of the respondents are with less than five years of teaching experience and only one-seventh with more than 15 years of experience.

Referring to You Tube: By teachers

All the teacher respondents found YouTube easily accessible and user friendly. As compared to teachers, students were more aware of the intricacies especially the names of You Tubers or You Tube channels and their content. That could be one of the reason that teachers searched for the videos on YouTube using topic name and students searched through name of topic as well as YouTubers or YouTube channels.

Maximum number of teachers strongly agree to that they refer to YouTube videos to keep themselves self-updated about latest developments on specific topics. Teachers also agreed to that they have to add to their existing knowledge, which makes them refer to YouTube, it also improves their teaching and makes their job easier. They refer to YouTube when it is a new topic, but many responded that they don't agree to referring to You Tube when it is a new topic. In such case they many a times look for printed material.

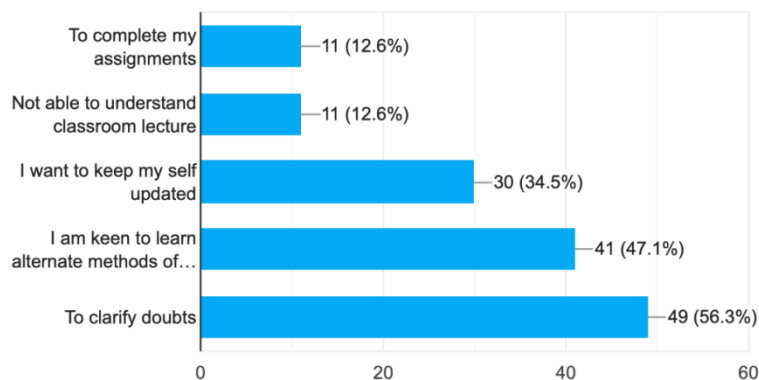


Graph 1: Reasons given by teachers for referring to You Tube videos

Referring to You Tube: By students

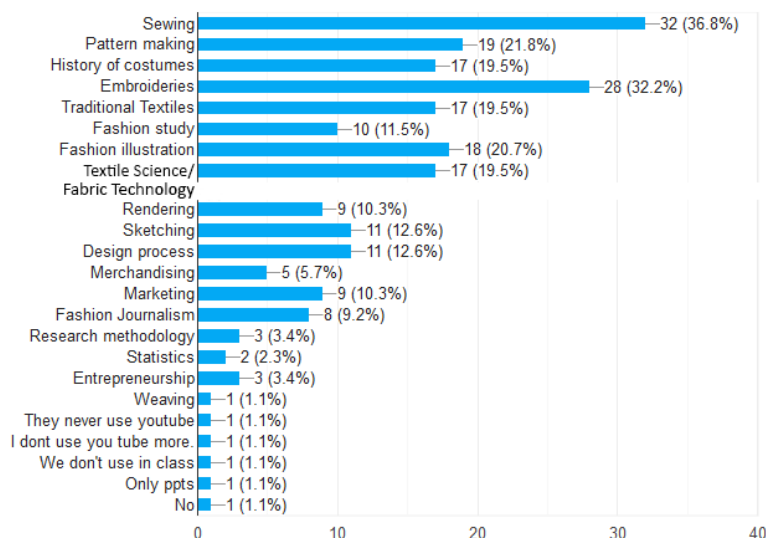
Maximum number of students refer to YouTube to clarify doubts. Some of the students mentioned during interview that while performing practical assignments they get stuck, hence they refer to YouTube to clarify any doubt they have. 47.1% students replied that they are keen to learn alternate methods of doing an assignment e.g. there are many methods of sewing one component or making a pattern or sketching a figure or design process followed, hence students want to learn different as well as easy and quick methods which is usually achieved through

You Tube. 34.5% of the respondent students' watch YouTube to keep themselves updated about latest developments in the field of Fashion or topic of their choice so they keep on surfing YouTube on one topic to gain more and more knowledge about it.



Graph 2: Distribution of students according to the reasons for referring to You Tube

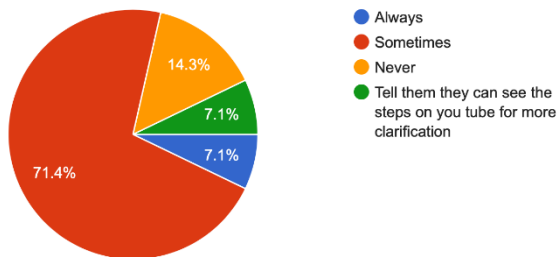
Maximum number of students (56.3%) said that they refer to YouTube for practical subjects. Sewing and embroideries are two main subjects for which maximum number of students refer to you tube. Many students find these subjects technical, tough and difficult, hence they see the you tube videos and finish their work. Though there are books in the library which has step by step illustrations of performing a task, but they feel it's easy and interesting to see videos and do work. It was found that students referred YouTube sometimes for theory subjects but mostly for practical subjects.



Graph 3: Subjects for which You Tube is referred by the student respondents

Use of You tube in class room teaching

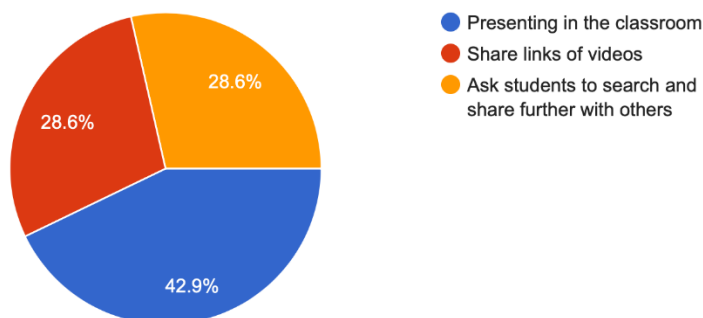
Maximum (71.4%) of the teachers (Graph 4) as well as Maximum students (60.9%) responded that you tube videos are sometimes used in the classroom for teaching.



Graph 4: Distribution of teacher respondents according to usage of you tube in the classroom teaching

The survey revealed that Teachers have been using You Tube more for Practical subjects than theory subjects. It is used for almost all subjects that a Fashion design student study -Costume designing, Garment designing, collection of Indian and International designers, Design process, Fashion Illustration, Computer graphics, CAD for pattern making, Traditional Indian textiles, Needle craft/embroidery, Sewing. For Theory subjects like History of Costumes, Fabric technology, merchandising, You Tube is used.

Regarding the way of sharing videos with students, Maximum teacher respondents (42.9%) said that they share videos in the classroom on the projector. Whereas equal number of respondents, 28.6% each, either share links or encourage students to search and share links.

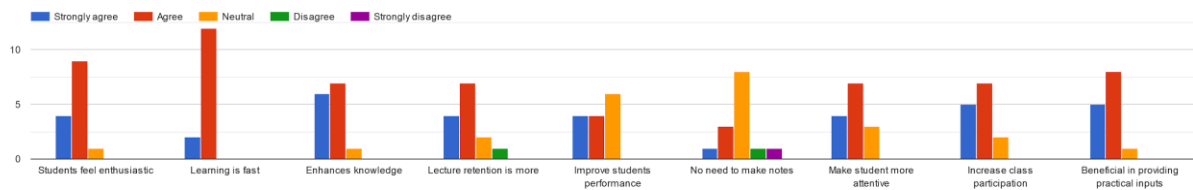


Graph 5: Distribution of teacher respondents on the basis of sharing You Tube videos with the students

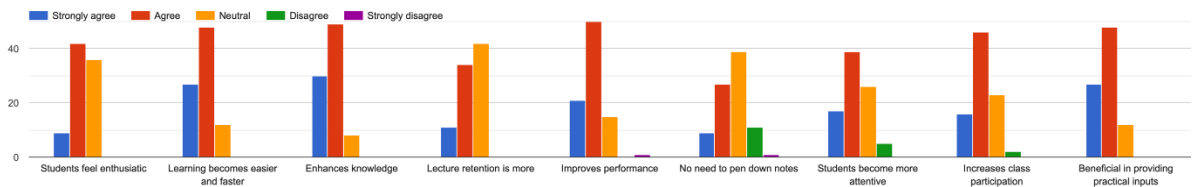
Reasons for using You Tube in class room teaching and learning

Maximum of the teachers agreed to that using You Tube in teaching makes learning fast, and students feels enthusiastic, it is beneficial in providing practical inputs, make students more attentive, increases class participation, it enhances their knowledge and lecture retention is more. There were two elements related to use of You Tube teaching where maximum teachers had neutral response like if YouTube is used then there is no need to make notes and YouTube improves students’ performance. Many of them felt that YouTube is just a medium to convey the lessons/ teachings to the students. Their performance is entirely dependent on the hard work they put in completing their assignments. Along with You Tube they have to make notes or pointers with their hands so that they can refer it later on as no one has time to see so many videos and remember each.

Reasons for using you tube videos in teaching



Graph 6: Opinion of teachers regarding use of YouTube in teaching and learning



Graph 7: Opinion of students regarding use of You Tube in teaching and learning

Maximum of the students had opinion that with You Tube learning becomes easier and faster, it enhances students’ knowledge, improves their performance, students feel enthusiastic.

Students also felt that if YouTube videos are shown in the class, class participation is increased, it is beneficial in providing practical inputs, and students become more attentive. For one element there were more neutral responses: if YouTube is used in the class then there is no need to pen down notes. Few students in an interview said that even if our teacher plays YouTube we make or pen down points so that they can be referred while learning.

Students also reported that learning from YouTube is easy as they can access the channel any time, they can do it at their own pace and many complex things/topics can be learnt easily. Course material that is accessible online helps students become autonomous (Balbay & Kilis 2017). Students have shown a preference towards using multimedia in their classrooms by their teachers as 71.3% of the students feel that sometimes (but not always) YouTube can replace the traditional method of teaching.

Conclusion and Implications of the study

The present research has proved that YouTube has been used by students and teachers of Fashion Design discipline as a useful learning as well as teaching aid. Along with the benefits of YouTube there are some concerns elaborated by respondents like the quality of video clips and the content available on YouTube. For many students, it is not possible to find out the authenticity of information provided. Though YouTube is so beneficial and can supplement the classroom teaching but cannot replace it. Teachers still have a critical role to play in spite of usage of YouTube by students in learning (Balbay & Kilis 2017). Looking at the digital generation and wide usage of the YouTube and availability of learning material has inspired teachers or resource persons to prepare Massive Online Open Courses (MOOCs).

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