Utilization of YouTube for Effective Motion Pictures Instructional Content Delivery: A Step-by-Step Procedure

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Abstract – **YouTube provides unlimited opportunities for digital learning by providing countless videos on every thinkable subject-matter and allowing room for instructors to create and upload personal instructional contents that can achieve their instructional goals and objectives. YouTube has been identified as a free medium to make instructions come handy and alive via mobile gadgetry and internet accessibility. It can be used for creating and sharing online live and recorded videos/presentations and ensuring learners' participation by asking them to make comments. The platform encourages self-paced learning via internet enabled mobile gadgets and eliminates the requirements of any physical learning environments. In view of the crucial role that YouTube plays in effective instructional content delivery, if and when well implemented, this paper takes into consideration a general overview of motion pictures and YouTube, outlines the features and benefits of YouTube, and provides replicable procedures for effectively engaging YouTube for motion pictures instructional content delivery, to the end that instructional goals and objectives are maximally achieved.**

Keywords – **Utilization, YouTube, Effective, Instructional Motion Pictures, Delivery, Step-By-Step, Procedure.**

I. INTRODUCTION

Engaging technological hardware tools and software applications for effective instructional delivery is an instructional strategy that continues to generate considerable scholarly debates in its favor, with progressive innovations. Technological revolution in the educational sector has made available several instructional multimedia technologies that, when used effectively for instructional delivery, can help better the academic performance of students. Since technology is possibly the strongest element influencing the educational system at present (Johnson, et al 2021). One of such innovations is the motion pictures presentation via the YouTube platform.

According to Singh (2008) motion pictures refer generally to those media that have the attribute of presenting images progressively. He further points out that the term is often used for films but includes television and video because they present moving images that appeal to both the audio and visual senses of the learner simultaneously. Mangal etal (2014) describe motion pictures as a series of pictures projected on a screen in a rapid succession with objects shown in successive position, slightly changed, to produce the optical effect of a continuous picture which the objects move.

Deductively, motion pictures could be seen as any work of art that depicts objects in a motion or produces an illusion of motion by showing a sequence of photographs or drawings, each showing putative moving objects in slightly different place than the previous, at such a speed that the viewer is not conscious of being shown a set of pictures in sequence and can actually believe he is watching things move, just as he would if he were in the pre-

-sence of an actual moving object in nature.

In discussing the dynamic potentiality of motion pictures, when effectively used for instructional delivery, Kane (2018) posits that the combination of audio with visuals significantly aid the achievement of instructional objectives. Li (2019) examines the effect of motion pictures on students' academic performance using 30 Western Culture Course students from the University of China, Henan Province. It was discovered that students taught comprehension with motion pictures performed significantly better than those taught with textual materials. The presence of motion pictures is believed to positively influence the learning atmosphere as students watch the scenes in their natural settings.

Despites the instructional strength of motion pictures, it is sadly observed that teachers do not readily opt to use it instructionally. Peter (2018) summarizes that at the end of his survey on teachers' use of motion pictures, it was observed that out of the 200 teachers sampled in Cross River State, 189 showed they have never used motion pictures to teach, while the remaining 11 have only used once or twice in about 5years. Trying to enquire about why teachers seldom utilize motion pictures to deliver their instructional content, Li (2019) succinctly puts it that the stress and cumbersome procedure involved in the design, preparation, production, utilization and preservation of instructional motion pictures pose serious discouragements to instructors, especially because befitting ready-made contents are hard to come by.

Launched on February 14, 2005 by Steve Chen, Chad Hurley and Jawed Karim, and owned by Susan Wojcicki, YouTube was originally created as an online platform for people to upload, share and view contents without any restrictions (Punk, 2015). Being considered an empire of limitless entertainments, YouTube provides unlimited opportunities for digital learning by providing countless videos on every thinkable subject-matter and also allows room for instructors to create and upload personal contents that can achieve their instructional goals and objectives.

YouTube has been identified as a free medium to make instructions come handy and alive via a mobile gadget and internet accessibility. YouTube Audio-visual resources have proven to be very important in the instructional process; basically because they help to concretize learning, Azor, et al (2020). It can be used for creating and sharing online live and recorded videos/presentations and ensuring learners' participation by asking them to make comments. The platform encourages self-paced learning via internet enabled mobile gadget and eliminates the requirements of any physical learning environments.

Evidently, if well utilized, YouTube could proffer the desired solution to the challenges associated with the availability, design, preparation, production, utilization, evaluation, and preservation of motion pictures instructional contents. Thus, this paper takes into consideration a general overview of motion pictures and YouTube and provides very reliable procedure for effectively engaging YouTube platform for motion pictures instructional content delivery, to the end that instructional goals and objectives are maximally achieved.

II. TYPES OF MOTION PICTURES

According to Sabastine (2020) motion pictures are classified in terms of mode and intent of production. In terms of mode motion pictures are classified into the following:

A. *Documentary*:

This type of motion picture takes painstakingly detailed account of people, events, things, or places of interest.

B. *News Real:*

This is neither prearranged nor fabricated due to the effect of the intrusiveness of the reported message, the limitation of point of view and objectivity.

C. *News Film*:

More than any other, this type of motion picture depends on timelessness. It brings the ancient and the immediate past to bare in mostly epic form.

D. *Propaganda*:

This type presents background information on a given subject or character who behaves in a particular way. It is mostly used deliberately to influence opinion or argue a point.

E. *Experimental Film*:

This predominantly records actual events and sometimes create narrative fictional stories.

F. *Animation*:

This type gives human attributes to animals, puppets, toys, and a number of non-living things to tell a story. Here roles that would have been played by humans are played by non-humans through 3-D animation.

G. *Serial*:

This kind comes in episodes of which many episodes make up a season. It makes use of improbable plots, exaggerated acting and everything that make for a modern sophisticated audience.

On the other hand, in terms of intent, motion pictures are classified into educational, informational and entertainment:

H. *Educational*:

This is originally prepared with instructional content and objectives for a specific group of students. Here, the instructors and motion picture experts come together with appropriate equipment and translate an instructional content into motion pictures for instructional use.

I. *Informational*:

This is especially designed to pass across specific information or create awareness about an issue.

J. *Entertainment*:

This kind of motion picture is usually for relaxation. It plays on unreal situations in telling stories in a form of comedy, tragedy or tragic-comedy.

III. IMPORTANCE OF MOTION PICTURES IN INSTRUCTIONAL SETTINGS

According to Uma (2009); Inyang-Abia (2014); Mangal and Mangal (2014) and Singh (2008) motion pictures

play the following roles when used effectively for instructional delivery:

1. By recording for later projections, certain laboratory demonstration, animals in their natural habitats and other scenes that a teacher would be unable to stage convincingly, inexpensively, and safely in a classroom, are made possible.

2. It enables the instructors to record their lessons for later playback by the absent students or for revision.

3. Certain meanings involving motion can best be presented using motion picture. This facilitates explanation of certain ongoing processes, such as, viewing the growth of plants, functioning of the body system, etc.

4. A darkened room creates an absorbing atmosphere in which learners view moving objects, thereby compelling attention.

5. It helps to heighten realities and overcome barriers of illiteracy.

6. It can control the time factor in any operation or series of events. By the slowdown technique, certain events like analysis of muscular activities, growth of embryo, etc can be shown.

7. It can enlarge or reduce the actual size of an object as well as present processes that cannot be seen by the human eyes.

8. It can influence certain attitudes by its quality of emotionalization and build common denomination of experience in all the learners.

9. By combining sight and sound, it works on two senses of the learner simultaneously.

10. Through the process of micrography, it can extend the limits of the human vision by the use of camera.

11. It displays the characteristics of language not present in text books. Elements of sarcasm, humor, terminologies, and slangs change in time and motion pictures can help convey accordingly.

Notwithstanding the above outlined strengths of motion pictures in instructional delivery, there are however, some militating factor that challenge, and sometimes, prohibit the success thereof.

IV. CHALLENGES ASSOCIATED WITH THE INSTRUCTIONAL USE OF MOTION PICTURES

Basically, the following are issues that are associated with the instructional use of motion pictures:

a. *Poor Financial Allocation for Instructional Content Diversification*:

It is a known fact that diversifying the mode of delivering instructional contents require a high degree of finance. Executing multimedia based instructional projects require a good level of financial provision at every stage. The minute monetary allocation to schools can't cater for such.

b. *Teachers' Unprofessionalism*:

Most teachers are not efficient in the design, production, utilization, and evaluation of instructional motion pictures. This set of teachers readily opt for what they can handle even when it is inappropriate.

c. *Production Complexity*:

The design, production, utilization, and evaluation of motion pictures instructional content requires time and

detailed planning due to the inherent complexities involved in every stage. This factor discourages teachers from readily opting for motion pictures.

d. *High Cost of Production/Utilization Equipment*:

Producing and utilizing instructional motion pictures require the use of efficiently sophisticated equipment which are not readily available to most teachers to use.

e. *Inadequate Manpower*:

To effectively produce and utilize instructional motion pictures, certain specialized manpower like script writers, presenters, camera operators, video editors, production assistants and many more would be required. The absence of such manpower, which is mostly the case, hinders the effectiveness thereof.

f. *Non-availability of Appropriate Instructional Videos*:

In some cases, even where teachers are determined to engage instructional motion pictures, they find it very difficult to come by an appropriate content that can effectively convey the intended message to the learners and achieve laid down objectives.

g. *Poor Learning Environment*:

An average school does not have the needed facilities that make for effective utilization of motion pictures for instructional delivery. Poor power supply, sitting arrangement, source of ventilation as well as absence of theatrical facilities account for environment challenges.

h. *Poor Means of Storing Produced Contents*:

Most schools lack the means of safekeeping instructional motion pictures that are either produced or sourced out. This puts pressure on the production team to keep producing or sourcing for contents that would have been safely preserved for future use, where such reproduction or sourcing is not possible, issues arise.

i. *Inappropriate Evaluation Strategies*:

Many instructional facilitators are yet to have the ability to select appropriate means of evaluating instructional outcomes of lessons delivered via motion pictures. In such cases, it becomes almost impossible to determine exactly, the extent of success or otherwise.

In view of the above enumerated challenges associated with the instructional use of motion pictures, there arises a need for a replicable solution.

V. FEATURES OF YOUTUBE

As an online platform, YouTube prides itself over the following features, as pointed out in Titla (2018) and John (2020):

a. *Free Hosting and Access to Contents*:

Hosting or accessing online content on YouTube is absolutely free of charge, and all that a user needs is a mobile gadget with internet connection.

b. *Improved Comments*:

There is a possibility for real time or submitted feedback based on live or recorded video which makes for a communication interface between senders and receivers.

c. *Possibility for Hosting Live or Recorded Video*:

The platform allows the senders to go on live or upload recorded content for receiver to access at their own pace.

d. *Subscriber Notifications*:

Every person who gets interested and subscribes to a given channel receives notification on every new video that is uploaded. This helps to keep people interested in a particular set of content posted.

e. *Easy access to Subscription Feed*:

The subscription feed lets creators see who is making the effort to watch the contents he uploads. This allows the sender to see the extent of receiver's engagement with the content.

f. *Availability of Mobile App*:

By downloading and installing the YouTube mobile app, the sender and receiver can readily exchange information and communicate effectively.

g. *Ability to Share Links with Embedded Content*:

Every content on YouTube platform has a unique link which could be shared to interested persons to allow them access the content with just one click.

h. *Possibility of Creating a Community*:

As a social platform, this feature makes for creation of new online forum to encourage collaboration, share of ideas and giving of feedback for improved effectiveness and efficiency.

i. *Copyright Protection*:

Every original content uploaded on YouTube is given a certain degree of copyright protection within the platform, which does not allow for re-uploading except with the copyright owner's permission.

j. *Improved Creator Academy*:

This feature is designed to find the lessons needed more quickly as well as make personalized recommendation on what to learn next.

The above listed features make YouTube a very viable democratized education tool which hold enormous benefits for education. When effectively engaged instructionally, the following benefits could be derived.

VI. INSTRUCTIONAL BENEFITS OF YOUTUBE PLATFORM

Though associated with some disadvantages like unnecessary placement of adverts between videos, poor network, inability to access without an internet enabled mobile gadget and data, limited copyright protection and, possibility of distraction via entertainment; YouTube, if well engaged instructionally holds the following benefits:

a. *Excitement of Learning with New Technology*:

By providing the learners something new and engaging, learning becomes engaging as learners pay more attention to a new learning style. The use of audio-visuals also compels more attention than the traditional teaching-learning environment. Asogwa, et al (2020), found that YouTube video-guided educational technology intervention was effective in improving the academic self-concept of adolescents with hearing impairment who were attending inclusive nonresidential public schools.

b. *Enables Distance Learning*:

Institutions of learning across the world create and share their instructional contentment to homogeneous and heterogeneous audiences who can access at their own time and place.

c. *Content Preservation*:

YouTube serves as a secured database and cloud where instructional contents could be saved from year to year without being corrupted. You Tube online classes also help students preserve content for which they were absence during the normal class time (Ushie & Imoke, 2016).

d. *Availability of Diverse Videos on Every Thinkable Topic*:

Since people across the world are allowed to produce videos on every subject, users are able to come across numerous contents to chose from, on any given subject matter. Learners also have the privilege of learning from good teachers that they will never get to physically meet.

e. *Eliminates the Stress and Cost of Production*:

Since teachers can readily select from a good number of videos on any topic, they only have to view some and select the best for their instructional delivery, instead of going through the rigors of producing afresh. According to Ushie, and Imoke, (2016), the merit that accrue from these types of systems are effectiveness, efficiency in cost or decrease in both management and procedures of information services.

f. *Always Accessible*:

Irrespective of where the user is, as long as he has a mobile gadget with internet connection, he can access contents on YouTube platform at any time, at his own pace. According to Johnson, et al (2021), this will make it possible for teachers and students to even access other learning materials different from their usual printed and other hard copy media.

g. *Ease of Collaboration*:

It allows instructors to introduce a topic, share links with learners, provide online explanation and encourage learners to study in groups. It can also encourage interaction in the comment section between the actors.

h. *Ease of Sharing*:

It is very useful for sharing online videos, creating, and sharing presentations and getting learners to participate actively by sharing their views and observations during and after the lesson.

i. *Allows for Micro Teaching/Learning*:

While instructors can improve on their skills by watching other teachers from around the globe, complicated processes and demonstrations of particular skills are shown in a way that increases knowledge and strengthens the learning abilities of the learners.

j. *Encourages Note Making Skills*:

The crucial points can be taken by viewing, rewinding, and replaying the video as many times as the viewer wishes to.

k. *Increases Comprehension of Complex Topics*:

Audio-visual learning helps the students to acquire and retain knowledge easily and develop particular skills.

The above listed instructional benefits and more could be derived from YouTube if engaged effectively for instructional content delivery. Therefore, it is necessary to map out the procedure for engaging YouTube effectively for efficient teaching-learning exercise.

VII. PROCEDURES FOR INSTRUCTIONAL UTILIZATION OF YOUTUBE PLATFORM

There are basically two ways in which YouTube platform could be instructionally utilized viz (a) utilizing an already uploaded content (b) Producing and uploading personal content.

A. *Procedure for Utilizing already Uploaded Content*:

On every subject matter, YouTube can make available a vast number of contents to a user, upon a search. The following therefore serve as step-by-step procedure in utilizing an already uploaded content:

1. *Assess Needs, Choose a topic, Formulate Instructional Objectives, and Determine the Best Delivery Approach*:

Based on the subject or course, the instructor must determine the areas of need of the learners, select a topic to be treated to meet the identified need, outline behavioral objectives and determine if YouTube video can effectively convey the message and achieve laid down objectives. Where needful, the instructor can proceed.

2. *Arrange for a Mobile Device with Internet Connection*:

To access the YouTube platform, a user must have a mobile gadget like a desktop or laptop computer, i-pad or phone with internet connection.

3. *Log on and Search*:

With the device set and connected to internet, the user logs onto the YouTube platform via www.youtube.com and enters the topic of interest in the "search" box and search. With this, the platform outlines a list of videos on the topic entered.

4. *Preview and Download*:

From the list of videos presented on the topic, the instructor should preview some, preferably with a colleague who teaches same subject and carefully select and download the most suitable content that can effectively convey the intended message and achieve outlined instructional objectives.

5. *Prepare the Learners*:

In anticipation, the teacher must prepare the minds of the learners to gain maximal instructional benefits from the exercise in view. The minds of the learners must be configured to learn and not be entertained.

6. *Prepare the Environment*:

The instructor must ensure that the needed equipment, sitting arrangement and power supply are in place for the viewing of the content. Multimedia projector with screen, generating set, external speakers and proper lighting must be in place.

7. *Make the Presentation*:

The learners should first view the total content and jot down their observations and questions. At the end of the first uninterrupted viewing, the instructor should interact with the learners and clear every unclear area. After the interaction, a replay of the video should be done in breaks amidst interaction.

8. *Evaluate*:

At the end of the entire presentation, the instructor should ask questions to ascertain the extent of success or otherwise of the exercise.

9. *Follow-up*:

The instructor, at the end of the exercise should share the link of that content to the learners and give them tasks to carry out individually or in groups. That will enable the learner to view the video personally or as a group and carry out the accompanying task.

B. *Procedure for Producing and Uploading Personal Videos on YouTube Platform*:

Apart from accessing contents made available by others, a user is also allowed to produce and upload personal videos that could be accessed by both homogenous and heterogeneous audience. The following are possible steps to follow in this regard:

1. *Assess Needs, Choose of Topic, Outline Learning Objectives, and Determine Instructional Mode*:

The instructor must find out the learning needs of the learners, select a topic that meets such needs and outline the intended behavioral objectives. Thereafter, where audio-visual is considered the best instructional approach, the instructor should proceed to the next step.

2. *Prepare a Storyboard for the Presentation*:

This will serve as an instructional blueprint that explains the activities of the presenter and production crew. A well written storyboard developed from the lesson plan serves as a script for the actual production.

3. *Acquire Needed Production Device/Crew*:

YouTube platform allows for both high budget and very low budget production equipment. The instructor must work within his affordable budget to use available equipment and crew to record his audio-visuals instructional package. A phone can even be used for such recordings in a quiet and well-lit environment.

4. *Prepare an Environment for Recording*:

This can either be an already prepared studio or an office that has good lighting and acoustic friendliness. Be-

-fore the actual day of recording, the instructor can make a mock recording to ascertain the effectiveness of light and sound as well as ensure that pictures are appealing.

5. *Open a G-mail Account*:

This is not a requirement for accessing already available content, but to upload personal content on YouTube, the user must have a working google e-mail account. This can be opened at www.gmail.com/openaccount.

6. *Open a Channel on YouTube*:

Using a personal g-mail account, the instructor should create a personal YouTube channel, customize and administer same to upload personal contents and interface with learners.

7. *Download and Install a YouTube App*:

For ease of access to the platform, the instructor should download YouTube mobile application from Google Play Store and install it on his/her internet enabled mobile device. This makes it easy for the instructor to visit and go out of the channel from time to time.

8. *Prepare for the Actual Presentation*:

The instructor must be mentally and physically ready. He should rehearse his presentation over and over to reasonably eliminate the possibility of making regular mistakes, especially if he is going live. His equipment, environment, crew and his personal appearance must be on point.

9. *Decide whether to go Live or Recorded*:

YouTube platform allows the instructor to either make his presentation live or as a recorded broadcast. Either way, the video remains on the platform and generates a unique link that could be shared. The instructor must choose what best suits his presentation.

10. *Make the Recording*:

If the instructor selects the live upload option, his recording goes live and learners who are hooked to his channel can view while others who come later can view as recorded. However, if he needs to insert some things into the presentation, he has to record, edit his content and upload as a recorded content. His choice should be informed by what best suits his presentation.

11. *Utilize the Content*:

The content so uploaded is saved permanently. The instructor can refer to it anytime there is need for it. He can present it in class and evaluate the outcome or share the link to learners and give them a learning task they must accomplish individually or in groups after viewing the content.

VIII. CONCLUSION

Where an instructor considers audio-visual mode most appropriate for delivering his/her instructional content, the impediments that challenges his decision can best be overcome via YouTube platform. Following the steps provided above for the instructional utilization of YouTube platform could, if well utilized, ensure that the presentation is effective enough to maximally ensure the achievement of laid down instructional objectives.

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