

Professional vs. Amateur: How Self-Made Videos Help Students Learn

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Abstract Since 2014, corporate product knowledge videos available online have been used as an additional instructional media for learning printing production tools & process in PPG class. However, these officially made videos are not fully able to provide the necessary information the students needed. As consequences, students must perform field studies, observing the tools and process before truly understanding the course's topic. They are required to create their own product knowledge video; one that met their needs of learning compared to the online videos. The purpose of this paper is to present a comparison study between corporate-made and student-made product knowledge video; analysing the difference in objects selection, the language of a camera, and how it helps student to learn better. Resulting summary of this study provides insightful information in the production process of product knowledge videos that are more relevant to the students' needs. The plot on the self-made videos can be captured as how students understand the process of printing production.

Keywords: Social Media, Self-Made Video, Product Knowledge, Graphic Production Process, Learning Tool.

INTRODUCTION

Proses Produksi Grafika (PPG) or Graphic Production Process is one of the subjects' thought in the Visual Communication Design Department in 3rd semester. The goal of this class is students can understand a basic knowledge of the history and various techniques of printing that can be applied to the visual communication design process. Students at their beginners' level can have an understanding of the terms used in graphics world. The emphasis of the topic is the history of printing, introduction to printing methods and techniques and measurements in printing [1]. In order to achieve the class goal, as a lecturer, I should provide clear information so that students can understand the printing process and its application. The conventional media like power point presentation seems inadequate to fulfill the need of students understanding even though it has been completed with figures, tables, etc. Therefore, since 2014, I used corporate product knowledge video available online in YouTube as an additional instructional media for learning printing production tools and process in PPG class. A Video is a media that is richer than prints. Video brings audio and visual information in addition to telling the story itself, and this makes things easier to remember. [2].

YouTube as online and also can be categorized as social media provide a lot of information about corporate product knowledge videos especially printing company from many kind printing processes. Founded in February 2005 by three former PayPal employees: Chad Hurley, Steve Chen, and Jawed Karim, YouTube is the world's most popular online video community, allowing millions of people around the world to discover, watch, and share their originally created videos [3]. Some of the company made a professional video but a rest of them seems just capturing the printing process to promote their company. According to the data from Pew Internet Project I, 62 percent of online video viewers said their favourite videos are "professionally produced," while 19 percent of

online video viewers expressed their choice for content that "produced by amateurs." [3]

Based on the survey by giving a number of written questions to totally 671 students from the year 2014-2017, they said that corporate product knowledge video that broadcast on YouTube is useful for learning media. But students said that they still need to experience the printing process in field visits. They also said that group discussion could help them to understand the printing process more. Thus, these officially made videos are not fully able to provide the necessary information that students needed. There are many benefits of using social media for education but I believe that direct practice and learning will be more effective.

To solve this learning problem, students must perform field studies, observing the tools and process in order to truly understanding the course's topic. In the field study, they are required to create their own product knowledge video; one that met their needs of learning compared to professional corporate product knowledge videos. At the end of the project, they have to present their experience in the field study, performs the same photos and show their self-made video. The best way to understand a concept is by explaining to the other, so teaching someone else is the finest method to learn [4]. Moreover, according to Bloom (1956), and revised by a group of educators [5], the levels of learning arranged in order, are: remember, understand, apply, analyze, evaluate, and create.

I notice that amateur self-made video eventually helps students learn the graphics production process. The purpose of this paper is to present a comparison study between corporate-made and student-made product knowledge video; analysing the difference in object selection, language of a camera, and how it helps the students to learn better.

LITERATURE STUDY

A. *The Benefit of Using YouTube as Learning Media*

Social media involve a various range of tools that include technology integration, social interaction and content creation. There are many types of social media: (1) social networks like Facebook, LinkedIn, MySpace and Viadeo, (2) blogs, there are many blogging networks either be selfhosted or placed on a network such as Blogger, WordPress or Tumblr, (3) microblogs, the famous one is twitter, (4) wikis, the largest and most popular one is Wikipedia, (5) social bookmarking, is a website organized by topic, given the opportunity to tag only the favorite link, saved privately, and shared with certain people or group. Some website offering bookmarks are Stumbleupon, Delicious, Digg, Reddit. (6) RSS (Really Simple Syndication), Google reader is one of the free subscribe websites that contains many feeds of information. Users can access and manage those feeds all at once by making use of an RSS reader, (7) media sharing, YouTube is categorized into media sharing. These sites enable users to upload and share their self-made multimedia content (photos, videos, and audio) on the web. Then, viewers can watch the files that uploaded by another person, enrich them with tags, give a thumb up, and share their opinion through comments. Other examples of such social media tools are Flickr, iTunes and Shutterfly [6].

There are many advantages of using social media like YouTube for education. First, communication channels. Social media can improve communication between students and lecturer, moreover, it can be a discussion tool among students [6]. The lecturer more likely able to help students learn quickly and effectively at a high level if there is a connection among them. [7]. Second, social media can be an engagement tool. The students who passively participate in the classroom may get actively involved in co-constructing his idea as a part of his learning experience, collaborating with his group of friends, and feel more comfortable to express himself, his work or his activity and share all them on YouTube [8]. Third, social media as collaborative platforms. According to Ingram and Hathorn [9], true collaboration consists of three crucial elements: participation, interaction, and synthesis. True collaboration makes students work together on the shared task. Prince [10] said that the core of collaboration learning emphasis on students' interaction rather than individual activity.

B. *Communication Process in The Video Sharring Era*

Elements in the communication process in the broadcast TV era is different from the video-sharing era. The communication theory of broadcast TV emphasis on encoding decoding. Production and reception of the television message are not, identical, but mostly they are related one another: these different moments are shaped by social relationships in various communication processes. Encoding is the process of sending thought into a representative form. The broadcasting structures must yield encoded messages in the form of a meaningful discourse. Meanwhile, in decoding the receiver receive the meaning that encoded by the sender. The set of decoded meanings

'have an effect' that can be entertained, persuaded, influenced, with very various cognitive, emotional,

ideological, perceptual, or behavioral consequences. The elements in the communication process in the broadcast TV era are defined as follows: sender, encoding, message, media, decoding, receiver, response, feedback, noise. The way of communication model is linear, or one-way communication [11]. The traditional TV or other mass media do the direct mail communications. It means they do only push process and hope for the direct response [12] Meanwhile, YouTube doesn't work like mass media, it works like social media that based on the internet that function more for sharing and discussion among the users. As a social media, YouTube is a two-way street or push and pull process. New videos can be pushed to existing subscribers while optimizing to pull in new viewers There are nine elements in the communication process in the video-sharing era, namely opinion leaders, YouTube search, videos, channels, video production, marketer, insight, and outcomes. All the elements are connected to each other, we do not need to follow the nine steps in a linear-like step-bystep model, but more interactive. [2][12].

METHODOLOGY

This research is qualitative research, focusing on visual research of video-recordings of self-made corporate product knowledge video by students. There are various branched of visual research and approaches to the use of visual materials like the use of photographic, the analysis of commercial product in advertising, the analysis of 'practices visualization', and the use of video recording. However, all of the concern is regarding the images [13]. The research starts in 2014, I tried to evaluate the learning process by giving students some questions about the PPG class learning. In total, there were 671 students from 2014-2017. There were eight questions that they need to answer on a piece of paper in about 30 minutes. Below is the sample of questions.

1. Do you think the video tutorial is important (useful)? If so, why? If not, why?
2. Do you understand YouTube video tutorial content? If so, which video do you understand best? Why? If not, which video do you understand the least? Why?
3. Can you understand the printing process only by watching the video? If so, why? If not, why?
4. With field visits, do you have a better understanding about printing process than just watching videos? If so, why? If not, why?
5. What are your suggestions so you can have a better understanding about the printing process? Related to video tutorials? Outside the video tutorial?
6. Which learning method do you like the most? (group discussion, verbal questions, written quizzes, reports making, presentations, guest lectures, field trips, literature studies etc.)
7. Do you like individual or group assignments? Why?
8. What are the obstacles in the PPG class learning process?

Then I read all the students answer and analyzed them. Based on the data, I tried to develop a strategy for the next year PPG learning process. I found out that product knowledge video on YouTube could help the students get the description of the printing process, but

they said that they still need real experience in field visits and group discussions. Research has proved that students learn better when they do the practice by actively involves in the process. Students that working in a group tend to learn more with each other and they tend to remember the lesson longer than in other instructional formats [14].

Based on those data, then in 2016, besides using online video in YouTube, I also gave students an assignment to go to the printing industry in a group consist of 6-8 person. Most of the students prefer to work in a group because they can discuss, get more information and learn each other. Before doing the survey, students have to get permission from the intended place. In a class, I give them some explanation about what to do and the things that might not be allowed to be done. I also give them a matrix of their grades, so they have description of the grades criteria, can decide the scope of the company whether it is local, national or international and know the risk of their decision. While they are having the visit, they have to get some data they need and make documentation. After doing a survey, they have to present the data in a power point presentation format that completed with photos and video in the classroom. Unfortunately, some of the printing company didn't allow students to take data or specifically to take a video recording, there was also a company that didn't want students to take photos because of confidentiality reason.

I found out that students have different points of view that represent the detail information of the graphics production process into their images. In this paper, I tried to collect, categorize and analyze the product knowledge video that the students make. The video that students take can be the way to see how they learn printing the process and its application.

RESULT OF ANALYSIS

A. Analysis of Professional Video

In PPG class, I select some of the corporate product knowledge videos in YouTube for offset printing process, flexography printing process and rotogravure process. Each of them has different characteristic, I consider these three videos are the best that I have ever seen. They also have positive comments on YouTube.

Product knowledge video for offset printing process explains about the process in an offset machine. There is a narrator in the video that explains step by step how the paper proceeds in the printing machine. The video that made by a

global company named Sappi is very professional. The objects selection is detailed and the whole video show each process that explains step by step very carefully. The camera angle is mostly in medium or close-up shoot, the company uses crane to take a video. The voice of the narrator and the video is synchronized. There is also a text that explaining the narration. At the beginning until the end of the video, there is a company logo at the upper left side. At the end of the video, there is voice over that mention the name of the company. The background voice uses the combination of the sound of a machine and also a musical instrument. Using English and there is also a Spanish version they show the printing

and post-printing process of bookmaking. This video is categorized as an educational video. They sell the name of the global company, Sappi without excessive promotion [15].

The second video is flexography printing process. This video consists of six parts. There is a man name Shawn Oetjen who explain how the flexography printing process worked. In the opening of the video, there is a Dunwoody College of Technology logo, the text of Elfmann Student Success Center, Shawn Oetjen with the part of the video and the title. There is also information that this video funding provided by the Otto Bremer Foundation. At the beginning of his explanation, Shawn Oetjen mentions his name and his position, there is also the text explaining his name and his position as a flexographic instructor. The Dunwoody logo is at the bottom left of the video, then when the Shawn Oetjen give a very detail information with step by step what to do with all the material and equipment, the placement of the logo is at the bottom of the right side. Begin with the part 1 of the video, he explains about plate mounting, the second video is about press set-up, die installation, ink up-plate cylinder installation, kiss impression and the last one is registration. The total duration of his video part 1-6 is 60:21 minutes. The camera angle always shoots him as a narrator with the machine. The level of the camera follows the human eyes level as if we look at the machine in real condition. The tutorial is very complete but very long, so I have an idea to ask students in a group to watch the video in one part, analyze them and explain about the process in a presentation, and the result it satisfying, students can explain very well. But then when I ask students in the next year to see by themselves without any obligation, they said that they get bored so they didn't watch the video until finish. With a long duration of explanation by one man, this video seems to promote his services, but when we look at the Dunwoody College logo, and the sponsored, I realized that this is a tutorial video for education and promoting the institution at once [16].

The third video is about the full process of rotogravure cylinder production by a company named Janischka. At the opening of the video, there is a Janoschka logo and their slogan the quality people for individual prepress-solution. This video guides viewers through the whole production process of a rotogravure cylinder and an embossing roller. Besides the preparation of the steel base according to the following engraving process, the video describes three different ways of engraving: electro-mechanical engraving, direct laser engraving, and etching. There is also an explanation about the production of the embossing roller which used an embossing unit [17]. Since this is an animation video, all the explanation is very detailed. The detail cannot be reached if it is made in a real situation. Along the video, there is company logo on the upper right side of the video. There is narration and also text to clarify the narration. There is also background music that according to some viewers it irritating. However, the overall comments for this video are good, this video does not only give an information but it is educating and also entertaining. Through the animation, students can have a

detail description about many kinds of rotogravure cylinder and the application. This video promotes the cylinder making company by showing the type of cylinder and the process of cylinder implementation in printing. YouTube categorized this video as science and technology [17]

B. Analysis of Amateur Self-Made Video

Some of the requirements for making a good video guide include: focusing on explaining one thing, thinking about sound, clearing steps, cutting in a messy part, finding the main picture, not using jargon [2]. Here, I categorized product knowledge video made by students in 2016-2017.

First, most of the students make a video with a music as its background. In the printing company, they shoot the printing process but there is no explanation, they just give a music in order to entertain the viewers and make the video not boring. Sometimes they combine a music with the environmental sound like the sound of the machine. Second, there are some videos that use music and textual explanation, so the viewers can understand the printing process. Third is an interview video. Students come to the printing company, meet the owner, the manager or the staff and they do the interview and record them. Most of the time, they prepared the interview list, but some of them not. However, the quality of sound usually not good enough, so the viewers cannot hear the explanation well. Some of the students combine their interview video with a very low volume of music. Although the interview said by Stockman is the staple of business video. Through interviews, the audience can find out company information, sales conditions, and other important information [2]. Fourth, students only show the video without editing, even there is a video without audio at all. Fifth, there is a video with text. Students give some texts to explain the process. Six, the video that shows the information about the printing process by one of the staff in the office not in the factory. There is no music, text or narration, just verbal information. It happened because the company sometimes didn't allow students to take video in the factory, but they have permission to video recording the explanation of the owner, manager or the staff. The seventh type of self-made video is video with verbal information, text, music, and interview. There is only one group of students make this kind of video. They even ask the owner to explain in order about the process and answer the question from students. The last one is the most informative and creative self-made video.

Music seems to become an important medium for students' self-made video or it is the easiest way to show the video without getting bored. Unfortunately, they didn't mention the credit title of the song. There is no narration in all video because students explain about the printing process while they have a presentation. Many videos show that the students shoot the process as they are, most of the time they didn't select the object and choose the right angle. Students do not prepare tripod, so the video is not stable, they might only use a camera from Handphone, so the video quality is below standard. It happened also in the quality of lighting. There is no equipment preparation like lamp, tripod, and mic. Students didn't edit the video and audio, so there are some unwanted images, like fast camera movement,

image blur and improper voice like the sound of people laughing, etc. Students almost do not follow the requirement of a good video, what they see, that's what they record. As a PPG lecturer, I understand this situation is because they have not taken the audio visual class yet. These videos are really the hard work of students who study independently in a group.

DISCUSSION

There are different points of view if we take a look at a professional video made by industry and amateur video made by students. The professional video made by the company have a purpose for business and education. They use the printing process as a tool to show their professionalism, so mostly the process is not complete, they only show the intended things or services that they want to sell. Professional product knowledge video on YouTube can support the printing process theory. Video on YouTube is useful for initial understanding but students need a lot of details that are directly related to the printing process. Meanwhile, the self-made corporate product knowledge video can function:

A. Capturing the Managerial Side

Most of the time students ask about the history of the company when it is founded, and the management structure. They capture the office condition with their staff working. The condition of the office can give a description about the working atmosphere. In the interview video, sometimes the owner tell the students about his experience in setting up his business. Students learn from the expert and can ask a question and get the answer directly. Here, visual communication students also learn about management.

B. Explaining the Design Process and Its Obstacles

Students come with a list of questions and sometimes it is about the basic printing questions, so the owner, the manager or the staff must explain about the printing process from the beginning. The explanation includes pre-printing process, printing process, and post-printing. Begin with the design made by in-house designer, the process starts with the design process, then the mock-up making. Some of the printing company do not allow students to videotape their printing process, so the video only shows the information giving by company representative either the manager or the staff. The information is about the design process, how to make an applicable design and the obstacles in design and printing process. Big companies sometimes prohibit students from videotaping because of confidentiality reason. Meanwhile, small printing companies are more welcome.

C. Showing Students Experiencing Survey Activity

Some of the videos show the activity of students. They describe the condition of the office or factory, like the smell of the room, cleanliness and the temperature. They also experience touching the texture, the mock-up, the plate, etc. They also can try the cutting machine and manual cutting, fold the paper, and glue them. Students also the have opportunity to loop the printed sheet. Students really get excited whenever they are allowed to do the practice. Meanwhile, as a proof that they have done the factory visit, they capture themselves in the video. Sometimes students are too narcissistic, imposing videos about themselves over and over along the duration

of the video, which interferes with the process of printing.

D. Promoting the Visited Printing Company

At the beginning of the video, students show the brand of the company. In their presentation, students began by introducing the companies they visited. It can become a good opportunity to promote the printing company. At least in the group, they remember the brand of printing company they visit. Through the video, I also found out that some of the printing owners are our University alumni. Students usually told me if the owner of a printing company is graduate from Petra Christian University. Most of the time students are welcome by the alumni. This can be a reference for the future networking.

CONCLUSION

The production process of product knowledge videos is relevant to the students' need. The plot on the self-made videos can be captured as how students understand the process of printing production. However, I notice that selfmade video that students make is not coherent, it is not well shooting and editing. Through the video, I can see that students mostly do not plan the selection of the object, and also the camera angle is not well prepared. They captured the image based on situation, some of them make an interview or information video because they have interview or information material. The others choose to make video with music background because it's easier and they do not have to explain anything.

There are many benefits of using social media like YouTube for learning process but in this case, the direct practice allows students to understand the printing process and its application. The aim of the information on YouTube video implicitly or explicitly is for promotion, but some of the company also considering the education side. There is always a company logo in each scene, even though there is no information about the contact address. YouTube that provides a flow of print process through audio and moving video serve as theory supporters, meanwhile, students have different points of view to represent the detail information of graphics production process into their images. There is different function insight the self-made video making by students like: (1) capturing the managerial side, (2) explaining the design process and obstacles, (3) showing students experiencing real activity, (4) promoting the visited printing company.

The learning by making a self-made video is more benefit than learning through social media. It is not only to improve communication, as an engagement tool or collaborative form but with self-made video students create learning tool through learning by doing. Through the video, students can have experience and teach each other through the presentation. This kind of learning is the highest level of education. Hopefully, this amateur self-made video can make students not just understand but they can connect the printing process with their design creativity.

In the future, we can optimize the use of corporate product knowledge videos in YouTube not as a one-way of learning, but it can be developed into an interactive way of learning. By considering the confidentiality matter, the students' video can be suggested to be broadcasted in social media. There should be further

research to examine the effectiveness of self-made video as a learning tool.

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