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## The potential of Youtube for teaching and learning in the performing arts

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### Abstract

Youtube, as a Web 2.0 tool, can be utilized for knowledge generation through observation and social interactions. However studies related to the use of Youtube in education have focused mainly on academic achievement, with very few studies are conducted in the instruction of the performing arts. In addition, there are very few studies done in the performing arts related to future studies. The objective of this study was to get consensus on the benefits of the use of Youtube as a tool for teaching and learning in the performing arts, and for maintaining students' interest and achievement in learning, as well as to determine the suitability of using Youtube as a tool for teaching the performing arts in future. In this study, the Fuzzy Delphi technique was used to get consensus among 20 experts who were instructors and lecturers in seven areas of specialization: music, creative writing, theater, television film, dance, animation and fine arts from the Academy of Arts, Culture and National Heritage (ASWARA). The findings show that Youtube the potential to be used as an instructional tool in the performing arts in line with current trends of collaboration and social networking in education

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*Keywords:* Youtube; teaching; learning; performing arts

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## 1. Introduction

### 1.1. Videos as social media

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Learners remember and understand better when they see, hear and do. The level of a students' understanding of a subject when they see, hear and produce materials during instruction is higher (75%) compared to students who only see during instruction (20%), and see and hear only (40%) (Lindstorm, 1994). Learning with multimedia elements, such as videos, has been shown to be effective for learning activities (Krauskopf, Zahn & Hesse, 2012; Zahn, Pea, Hesse, & Rosen, 2010). Learners are able to see, hear and produce the required behaviors.

There is a variety of online media, including videos which enable these elements to be available. YouTube, TeacherTube and Vimeo are online video repositories in which videos are made available (Norlidah Alias, DeWitt, Saedah Siraj, 2013). Users are able to download, view and share video clips on an extensive variety of content which includes film clips, television shows, music and instructional videos, vlogs or videoblogs, as well as amateur video. The YouTube becomes social media when the videos are shared and comments and other forms of interaction occur on the site.

Social media has been shown to be effective for learning. Learners are able to develop higher level thinking skills such as decision making and problem solving, as well as communicate and collaborate using social media (Bunus, 2010; Greenhow and Robelia 2009). In addition, connections can be made to what they learnt in their classrooms (Greenhow and Robelia 2009) and learning becomes more engaging (Bunus, 2010). Hence, there is a potential for YouTube, as both a video with audio and visual elements, as well as a social media to be used for instruction.

### *1.2. The Performing Arts*

The performing arts is sometimes considered unrelated to education and morality as glamorous lifestyles of some professional artists may indicate. However, there are many elements of values involved in performing arts. character-building, self-discipline, collective discipline and creativity.

Performing arts educates the public on the culture of the community: the values, beliefs, interaction and lifestyle (Schecner, 1988). These would include ways of obtaining their daily sustenance, hunting for food, worshiping and daily living (Torrez, 2010). Performing arts can address the formal, non-formal and informal aspect of education. Drawing on the Performance theory of Richard Schecner (1988) the function of performing arts in the educational context should be strengthened and "refreshed" in line with the current technology. Conventional teaching and learning methods need to be reviewed to keep pace with the rapid development of technology in the 21st century. The role of the teacher is important to make sure the teaching strategies and resources have a maximum impact on student learning. Learning is observed through changes in terms of skills, knowledge and attitudes of students after instruction (Noraini Idris, 2009).

ASWARA, or the Academy of Arts, Culture and National Heritage, is an institute of higher learning for the performing arts. ASWARA aims to produce highly skilled and competent artists and employees for the continuity of the national art heritage. Learning emphasizes practical work to ensure that students are skilled. ASWARA graduates are expected to fulfill the human capital requirement in the field of performing arts and music by producing songwriters, singers, actors, script writers, dancers, painters, directors and experts in other careers related to the creative arts industry. Specialized areas of study which include video film, dance, music, theater, creative writing, fine arts and animation makes ASWARA

the premier higher education institution which functions as a parent for other institutions of education for culture, arts and heritage.

### *1.3. Videos for performing arts*

Studies have shown that the use of multimedia, including videos are effective for learning. The use of multimedia in teaching and learning has been found to be effective for enhancing knowledge (Mohd Arif Ismail, Zamri Mahamood and Norizan Abdul Razak, 2000). In addition, videos in particular have been used for courses in Java computing, and have been shown to be effective for learning while minimizing time spent on lectures (Carlisle, 2010). Videos help in the cognitive and social development of students in problem solving tasks (Zahn, Pea, Hesse, & Rosen, 2010). When videos are shown at the appropriate phases in the teaching process, it aids the effectiveness of teaching (Hsu, 2013).

There have not been many studies in the use of Youtube in education. Studies have been done using YouTube for instruction in the academic fields such as medicine (Koya, 2012) and architecture (Ham and Schnabel, 2011). In Salman Khan's Flipped Classroom, videos are used for instruction out of the classroom in academic subjects, while face-to-face training with the instructor is done in the classroom (Webley (2012).

A Delphi study on the use of YouTube for instruction did show that experts concur that further research is required on the use of social media tool in 5 areas (Snelson, Rice & Wyzard, 2012). The social content was ranked first, followed by the teaching and learning category, social and political impact, video creativity and production and finally legal and ethical aspects. The potential for the use of YouTube in transforming education in the classroom was listed as an important area of research (Snelson, Rice & Wyzard, 2012).

However, the role of the teacher is still important in monitoring the access to social media sites (Troy & Kristen, 2011; Yong Zulina, Asma Ahmad and Mohd Sapiyan, 2000. In addition, the selection of videos on education on video repositories is limited, as more popular video is uploaded (Torres, Finamore, Kim, Mellia, Munafor and Rao, 2011).

The studies related to the use of Youtube have focused mainly on academic achievement (Koya, 2012, Ham and Schnabel, 2011) with very few studies conducted in the performing arts. Hence, there is a need for more studies on YouTube (Snelson, Rice & Wyzard, 2012) to determine if this form of social media can be taken advantage of and used for instruction in the performing arts.

The findings from this study will help the academics at ASWARA in developing new curriculum is important to determine the learning experiences that lecturers may need to attract students to learning the performing arts in future. In addition, schools and other institutes of higher learning can also benefit from this study as it will determine if innovative and creative ways for achieving academic performance can be implemented while the objectives of the performing arts is attained.

### *1.4. Research Objective*

The objective of this study was to get consensus among experts on the use of Youtube in teaching and learning the performing arts at the Academy of Arts, Culture and Heritage (ASWARA). The research questions are as follows:

1. What are the benefits of the use of YouTube as a tool for teaching and learning in the performing arts?

2. Can students' interest and achievement be maintained in learning the performing arts using YouTube?
3. Is the YouTube suitable as a tool for teaching the performing arts in future?

## 2. Design of the Study

The design of the study employs the Fuzzy Delphi technique, which uses a combination of interview and survey to collect data among experts. The Delphi technique, a method for obtaining consensus among experts, was first introduced by Kaufman & Gupta (1988). It consists of several rounds of data collection and verification, making it reliable.

Interviews were conducted in the first phase. Interviews are invaluable in capturing the perception and understanding the meaning constructed by the respondent. In the semi-structured interview process, the questions were formulated in advance, but the sequence and modification of the questions were made based on the participants' reactions (Noraini Idris, 2010).

The data from the interviews would be used to develop a questionnaire which would be use for the Fuzzy Delphi technique for data collection among the experts.

### 2.2. Sample

The sample comprises of 20 lecturers and trainers from an institution specializing in performing arts. There were three lecturers each in the following specialist areas: theater, dance, music, fine arts, animation, and creative writing and an additional two from TV-movie production. The experts were chosen based on their credibility and experience in the field of performing arts. The choice of experts was justified based on their academic qualifications, and expertise in the field of performing arts with a minimum of five years teaching experience.

### 2.3. Instrumen

The instruments in the study consist of the interview protocol, a list of structured interview questions; and a questionnaire, Potential Use of You Tube in Teaching and Learning Performing Arts, developed using the Fuzzy Delphi technique.

The questionnaire is divided into 2 parts. Firstly, data on the profile of the respondent (gender, age, academic qualification, experience and position in ASWARA) was collected; and secondly, the opinions and views of the experts on the use of Youtube for instruction.

The second part of the questionnaire was developed from the analysis of the transcripts of interview with the experts. The areas in which the opinions and views of the experts were collected are on the prospects of performing arts learning Malaysia, efficient teaching methods that can be used by lecturers in practical classes in the performing arts, the problems detected by these lecturers in teaching and learning the performing arts, the contribution of Youtube to teaching and learning, and student interest and achievement: whether the visual elements displayed in Youtube attracts the attention and interest of students.

2.4. Data collection and analysis procedure

Firstly, six experts with differing areas of expertise were interviewed to determine their views on the potential of using Youtube in the instruction of the performing arts. The interview was audio-recorded and observations on non-verbal features were noted during the interview. The transcripts of the interview were analyzed to facilitate the construction of the Potential Use of You Tube in Teaching and Learning Performing Arts questionnaire.

The questionnaire consists of 52 survey questions on the potential use of Youtube for instruction. A 5-point Likert scale was used as follows: 1- Strongly agree; 2- agree; 3 – unsure; 4 – disagree; 5 – strongly disagree.

The analysis of data was done using negative Triangular Fuzzy Number to produce a negative scale (similar to a Likert scale). In this study, the scale used to translate negative linguistic variables to fuzzy number.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Likert scale	1	2	3	4	5
Triangular Fuzzy Number	0.60, 0.80, 1.00	0.40, 0.60, 0.80	0.20, 0.40, 0.60	0.10, 0.20, 0.40	0.00, 0.10, 0.20

Two key points in the fuzzy rules are triangular fuzzy number and defuzzification process. For the triangular fuzzy number is used to produce a scale (similar to a Likert scale). This scale is used to translate the variables to the fuzzy number. For this study we use a scale of 5 for strongly agree (0.60, 0.80, 1.00), 4 for agree (0.40, 0.60, 0.80), 3 for unsure (0.2, 0.4, 0.6); 2 for disagree (0.1, 0.2, 0.4), and 1 strongly disagree (0.0, 0.1 and 0.2).

The defuzzification method for determining the position of each of the variables and sub variables is done using the formula  $A_{max} = 1/3 * (a_1 + a_2 + a_m)$ .

3. Findings and Discussion

3.1. Benefits of the use of Youtube as an educational tool in the performing arts.

The results show 8 themes emerged when the analysis of experts’ opinions using Fuzzy Delphi was done (Table 3). The analysis shows that the experts agreed and ranked as being the most important: instructional messages for teaching and learning the performing arts can be effectively channelled through Youtube (Delphi defuzzication of 14.16 points). The experts also agree that Youtube is beneficial for providing information (13.16 points), as well as for teaching and learning in the performing arts (13.1 points). In conclusion, the experts seem to agree that Youtube can contribute to the teaching and learning of performing arts.

Table 1: Contribution of Youtube in teaching and learning

Position	Question	Deffuzification Marks
1.	Instructional messages in performing arts can be channelled effectively through the Youtube application	14.16
2.	Youtube is not the main learning tool but a support tool for providing information on issues in performing arts.	13.16

3.	Youtube is beneficial to teaching and learning in the performing arts.	13.1
4.	Teachers play an important role as advisor in the process of teaching and learning in using Youtube	12.86
5.	The use of video in teaching and learning sessions are more effective compared to Youtube	11.4
6.	The use of Youtube in the performing arts does not develop an internal sense of producing works of fine art	10.1
7.	Youtube is suitable for the use of the introduction part of instruction in performing arts	9.13
8.	Youtube is not suitable to be used as an instructional aid	6.36

### 3. 2 Student interest and achievement using Youtube for instruction in the performing art

Novel methods and teaching resources can motivate students to continue learning to improve their performance. However, using Youtube is not a preferred method of teaching among specialists in this area of study as the experts agree that face-to-face instruction is more relevant than using Youtube (defuzzification score of 13.8) (Table 4).

Conventional methods were perceived to have more impact on the teaching and learning process as through the face-to-face training, problems can be identified and corrected immediately, thus improving the quality of instruction. However, experts agree that Youtube is motivating and can increase student achievement in the performing arts (ranked 9 position with a defuzzification score of 9.2).

Table 2: Student interest and achievement using Youtube for teaching and learning

Position	Question	Defuzzification Marks
1.	Face-to-face teaching methods is more relevant compared to using YouTube for instruction	13.8
2.	Youtube can be used as a platform for the promotion of performing arts among students.	12.9
3.	Visual elements are displayed through Youtube to attract the attention and interest of students	12.5
4.	Teaching and learning the performing arts is more efficient if coupled with Youtube applications	11.75
5.	Effectiveness in terms of student achievement cannot be measured using Youtube applications	11.5
6.	The use of Youtube in the teaching and learning of the performing arts can create two-way communication between lecturers and students	11.1
7.	Negative issues such as copyright of the work of performing arts will affect teaching and learning using Youtube	9.7
8.	Learning through the use of Youtube is less effective in terms of student motivation and achievement	9.2

### 3.3 Implications on using YouTube in performing arts education in the future

The experts agree that in the future, learners of the performing arts need to improve their information technology skills as this is related to globalization (Table 5). The experts realize that the use of YouTube in instruction cannot be used to acquire detailed techniques and skills in the performing arts. Furthermore, the experts also agree that learning the performing arts through YouTube requires complete supervision by lecturers. Nevertheless, the experts agree that YouTube does not negatively affect the learners.

Table 3: Implications on using YouTube in performing arts education in the future

<i>Position</i>	Question	Deffuzification Marks
1.	Lecturers in the Performing arts need to enhance skills related to information technology and be sensitive to globalization issues in the IT world	14.03
2.	Detailed accuracy of subject matter of performing arts cannot be acquired in detail in the presentation through the use of YouTube	13.06
3.	The lecturer needs to be control when using Youtube for teaching and learning in the performing arts lecturer	12.36
4.	You tube can be used for documenting results of work in the performing arts for future reference	12.33
5.	Creative and innovative approaches, appropriate to the subject of the performing arts should be applied in using Youtube for teaching	11.73
6.	Knowledge of the cultural identity of a society can be explored through the use YouTube	11.06
7.	Language is a key constraint in learning the performing arts using YouTube presentations	9.66
8.	The exclusiveness of learning the performing arts is eliminated using Youtube	8.93
9.	The openness of YouTube has a negative impact on students' acceptance and perception of issues in the performing arts.	8.76

## 4. Conclusions and Recommendations

The findings of this study indicate the integration of information technology in learning and teaching the performing arts can be done using YouTube. In the context of teaching and learning, YouTube is used as a video repository to assist both lecturers and students. At the same, innovation and creativity among lecturers and students can be triggered.

The study found that the importance of using technology other than YouTube is also required and that lecturers needed to pay attention to this new shift in the performing arts education. Based on the experts' opinion, the performing arts can become a commodity for Malaysia to market.

Efficient teaching methods should be practiced to specifically deal with practice in the performing arts. Thus, lecturers must keep pace with the needs of the present generation of students but at the same time maintain the artistic value and originality. YouTube can be used to enhance the knowledge base in performing arts.

Policy planners and implementers of the performing arts curriculum should consider the integration of the subject with information technology and develop the information technology skills among lecturers and learners.

The limitation of this study is that the experts were from the same institution, ASWARA. It would be interesting to determine if experts in the performing arts in other institutions had the same opinions. In addition, it would also be useful to determine if there was a correlation in the age of the experts and their perception towards the use of technology for the performing arts. The implementation of this tool in instruction in the various specialized areas of performing arts can be also studies.

This study can be replicated to determine if the use of YouTube can be extended to other subject matter areas. In addition the effectiveness of YouTube can be studied to determine its strengths and weakness in the priority areas in education (Snelson, Rice, and Wyzard, 2012).

In this day and age of information and digital technologies, more effective methods are being used to encourage innovation and creativity. Hence, it is even more necessary to encourage this elements in the performing arts to instil the appreciation of the arts and performance in the general while convincing society of the importance of the performing arts.

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