YOUTUBE VIDEO STYLES AND PREFERENCES AMONG HISTORY AND INTERNATIONAL STUDIES EDUCATION UNIVERSITY STUDENTS, UNIVERSITY OF JOS, NIGERIA

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ABSTRACT

This paper is the report of a study that investigated impacts of YouTube video styles on the interest of History and International Studies Education students of the University of Jos, Nigeria. The population for this study was all undergraduate History and International Studies Education students of the University of Jos. The researcher adopted the survey research design for the study. The sample consisted of all 269 undergraduate students of History and International Studies Education in the department of Arts Education, University of Jos. Purposive sampling technique was used to select participants for the study. The instrument used for data collection was a 12 item semi-structured questionnaire which was administered through a face-to-face process. The data obtained were analysed using mean and standard deviation. The findings of the study revealed that different YouTube video styles appeal to different learning needs of undergraduate students in history education. Based on the findings of this study, it was recommended among other things that YouTube online device should be encouraged as a medium for the teaching and learning of History and International Studies Education in Nigerian universities.

Keywords: YouTube videos, Preferences, Styles, History.

INTRODUCTION

Educational media have now become an integral part of our classroom experiences. This is largely due to the availability of online resources occasioned by the advent of the internet. Educational contents have been developed into audio-visuals and motion pictures with the aim of capturing the interests and attention of learners. Today's learners, often

variously referred to as 'Digital natives', or 'Tech savvy', or 'Gen-z', are people who find the use of the internet and the social media more convenient, and have since made same a way of life. Since the advent of educational videos for teaching and learning in the 1980s, the digital technology has evolved into a large community of users, majority of who are young individuals of school age. The development of Information and Communication Technology (ICT) with its variety of components has made available a good resource with huge possibilities. Moreover, with the rapid advancement of hardware and software technology, the opportunity to produce, change and share different styles and types of videos have increased among students at the university level (Kay & Kletskin, 2012). Many researchers have already confirmed the effectiveness of video in education, focusing its usefulness as a training instrument. People can find topics ranging from sciences to humanities.

Since the invention of YouTube as a social media some twenty years ago, people can easily share feelings, information, ideas, images, and videos. These media come in diverse styles and genre which have significantly developed and changed the online world rapidly. The platform YouTube was created by three former PayPal employees on February 14, 2005. According to Shadam, Riyadh, and Ayang (2020) it is a video-sharing website that allows people to easily upload, share, and view some video clips. It becomes the most widely used resource for online learning. YouTube has hosted thousands, and even millions of entertainments, educational, political, medical, and historical videos from around the world. In recent years, for instance, Massive Open Online Courses (MOOCs) have become eminent trends in higher education. Video-based instructional contents are freely available in these online educational platforms. For online education, videos are now considered as a widelyused type of resource. Therefore, nowadays, students are using video learning websites at an increased rate.

YouTube channels are a self-regulated online platform where a user can upload, share, and create videos with little or no cost. YouTube emerged as a major platform for advertisements, where even short video clips are available, and advertisements can easily be made. YouTube also offers other different features, including commentaries and likes/dislikes options to give rapid feedback on video content. YouTube is being used for several other functions such as entertainment, communication and information purposes, which make YouTube a popular virtual platform. Currently, the rapidly increasing popularity

of YouTube and its users also demands for more studies to examine the factors behind its rapid adoption, usage, and also its impacts on interest and academic performance of the younger generation. The site of YouTube is a source of knowledge as it is specialized in displaying videos in different styles and genre, so that scientific lectures can be presented through it as a reference for information for both learners and teachers. YouTube is an important social networking platform that also contributes to students' education and learning across the world. Consequently, it has a strong positive impact on students' learning interests. YouTube contains millions of educational videos that are easily accessible, shared through other different communication platforms, and watchable from small portable mobile devices. For instance, the features such as YouTube opus enables users to explore how and to what extent videos can be integrated with educational content to achieve maximum benefits. Students tend to choose YouTube among so many online video applications as they know that it contains both entertainment and educational content according to their needs.

History as a course of study has often been associated with vast and abstract content, which often make students express lack of interest in the subject. The peculiar nature and structure of history and its broad based processes is the reason there is a high level of disdain and apathy by those who offer the course at the university level. At different times in the post colonial educational system in Nigeria, history as a subject suffered huge misfortune due to policy somersault. At some points, history as a school subject was completely expunged from the secondary school curriculum, creating a vacuum that has remained unfilled and detrimental to national development. However, experts, professionals and stakeholders rose to the occasion by ensuring the reintroduction of the subject in the curriculum of Basic Education in Nigeria. Despite this feat, the subject is still faced with numerous challenges, most especially its choice as a course of study at the university level. This owes majorly to the current Federal Government's policy of 60:40 admission and scholarship awards in favour of the sciences (Sanda, 2008). It's voluminous and seemingly abstract content, and the methodology used in teaching the subject have also been identified as major pedagogical challenges (Sanda & Maigoro, 2007). For these reasons, parents and students have developed cold feet and lack of interest in the course. Students who have been admitted to study the course most often than not, only accept to do so as the last resort due to the difficult nature of the admission policy within the Nigerian educational system. Consequent upon the aforementioned problems, and most particularly that of the lack of interest in the course, experts in the field of History and

International Studies Education have come up with strategies and techniques in trying to simplify the teaching and learning of the subject through the use of technology, most especially Information and Communication Technology (ICT) and its related multimedia components (Sanda & Nyamla, 2019).

Further to the impact of YouTube on the interest and affective experience of the learner, is the importance of the style and purpose of the online video. Lassoff (2023) opines that there are two broad categories of video that can be used for instruction to enhance performance and interest of the learner. These categories are Instruction videos and Performance support videos.

Instructional videos are designed to teach new concepts or skills, whereas performance support videos are designed to provide just-in-time information and guidance to help learners perform a specific task. The intended purpose of the video may influence the optimal length of the video for promoting engagement and retention.

The length of a performance support video may vary depending on the specific task it is meant to support and the amount of information required to effectively guide the learner. However, further research is needed to determine the optimal length for performance support videos. When considering video length, it is important to take into account the channel on which the video will be shown and the viewer's intent. Different channels have different expectations and limitations, which can impact the optimal length of the video. For example, videos intended for social media platforms such as Instagram or TikTok generally address a shorter attention span, so shorter videos (around 15 seconds to one minute) may be more effective. These platforms also tend to have a younger audience that prefers more dynamic and visually appealing content. Therefore, videos on these platforms may need to be more entertaining and have a strong hook to capture the viewer's attention quickly (Guo, 2014).

On the other hand, corporate learning management systems (LMS) or educational platforms may have longer videos (10-20 minutes) as viewers tend to have a higher level of engagement and are looking to learn a new skill or acquire knowledge. In this case, learners may be more patient and interested in more detailed content. However, even for longer videos, it is important to have clear, concise, and engaging content to maintain viewer attention.

In his thesis, Espino (2019) outlined some main video styles to include talking head, live lecture, interview, slides, movies, and documentary.

1. **Talking Head**: It is a video lecture whose most frequent shot is a talking human speaker who covers a large frame area (+30%) and is not surrounded by slides or other text-rich elements. The speaker addresses the audience: she or he looks at the camera most of the time in a pretended eyeto-eye contact (the learner is addressed to using grammar second person). Sometimes overprint text is shown to enforce key ideas of the narration, or the scene switches to show another kind of material (still images, short video clips, etc.). Those insertions represent a relatively small amount of video time.

2. **Prepared Lecture**: It is the live recording of a classroom lecture or conference talk. An inclassroom audience is visible or implied. The learner's role is third person. The video should show some degree of edition (i.e. switching shots and cameras), but always keeping the overall perception of being recorded in a single take.

3. **Interview**: One person or more answer questions or discuss about a topic. An interviewer may or may not be present. There are two main approaches for the interviews: the dialogic (several people are involved in a conversation) and the declarative (each speaker answers a tacit question, but there is no explicit conversation). The key feature that differentiates an "Interview" from a "Talking

Head" video is that in the first case, speakers do not address the audience and do not show direct eye contact (learner is third person).

4. **Slides**: In its most basic form, it is an animated sequence of PowerPoint-like slides with a voiceover talk (slideshow or slidecast). Most frequent versions of this style display the speaker as a small "talking head" placed in a marginal area of the frame (most commonly at the right bottom corner). Sometimes this sub-style has been referred as "picture-in-picture" (Hansch et al., 2015; René F. Kizilcec, Papadopoulos, & Sritanyaratana, 2014). This is the visual recording of a computer session screen output, as defined by Udell (2005). It will usually include a voice narration with a description of the actions being taken.

5. **Movies**: These are films acted for cinemas and home uses portraying historical events. They are acted based on scripts based on real or lived experiences of fiction.

6. **Documentary**. This is the standard cinematographic genre whose typical structure consists of a narration and filmed segments of stock material about a topic. The narrator may or may not be displayed; in this latter case, their presence represents a minimal fraction of the video length.

For videos intended for YouTube, the style may vary depending on the type of content and the intended audience. Every style has distinctive characteristics that make it suitable for learning depending on the subject area or topics to be learned. It is important to consider these factors when choosing videos to ensure that the content is engaging, relevant, and effective for the intended audience.

It is observed that university students in Plateau State are ardent users of smart mobile devices, most of which run on the Android Operating System (O.S.). And on every Android device bought, the YouTube online video application is preinstalled and ready for use. It is also observed that university students are habitual users of social media applications for interaction and content sharing. A larger percentage of these undergraduate students admittedly use YouTube application to stream video contents which they use for different purposes. The question however is, whether the different styles of videos available on YouTube could have an impact on their interests in their chosen area of study.

STATEMENT OF THE PROBLEM

Today's learners are called digital natives, people born in the age of information technology. They are ardent users ICT and its accompanying components, most especially the internet. With the development of Web 2.0 applications characterised by user modified contents and social media capabilities, educational institutions, professionals in the education sector, and other stakeholders across the globe and in Nigeria have made continuing calls for reforms and innovation in tertiary education. These reforms are targeted at ameliorating the difficulty with which advanced learners learn, and teachers teach. Experts in education have equally decried the pedagogical approach in the universities where information and knowledge have hitherto been communicated mainly through conventional strategies and methodologies, despite regular quality concerns. The concept of education and learning has recently changed from the traditional teacher centered to learner-

centered modes. With these changes, teachers can act as knowledge givers, as well as learning promoters and facilitators who motivate learners to build knowledge. The rapid advancement of information technology, telecommunications and media are changing the process of transferring information and knowledge, with every student in the university possessing one form of such technologies or the other. These technologies are perceived to have a great influence on the way students select what types of knowledge they are interested in and where to find it. The use of smart mobile devices among students has continued to rise to the extent that there is hardly any student that does not possess an android device, an IOS device, or a Personal Computer (Laptop) which they use for various purposes including learning. In spite of the availability of online

YouTube videos at the disposal of university students, users are often faced with the challenge of preferences of styles of learning videos that suit their learning needs. Consequently, academicians and practitioners are questioning whether History and International Studies Education university students take advantage of the opportunity to explore the appropriate styles and genre of online videos for the purpose effective learning. If they make good choices, the question now is, how can these preferences enhance students' interests in their subject area in a positive way? There are a number of researches on the use of YouTube videos in the education sector. However, there are shortages of research aimed at investigating how online YouTube video styles impact on students' preferences in History and International Studies Education. This study therefore attempts at investigating YouTube video styles and preferences of History and International Studies Education students in the University of Jos, Nigeria.

AIM AND OBJECTIVE OF THE STUDY

The aim of this research is to investigate the impact of YouTube video styles on the interest of History and International Studies Education students in University of Jos, Nigeria. The specific objectives of the study are to:

1. ascertain the preferred styles of videos watched on YouTube by History and International Studies Education Students in the University of Jos, Nigeria.

RESEARCH QUESTION

The following corresponding research question was raised to guide the researchers in the process of the investigation;

1. What are the most preferred style of videos watched on YouTube by History and International Studies Education Students in the University of Jos, Nigeria?

METHODOLOGY

This research employed the survey research design. Data were collected and analyzed using the descriptive research tools, Mean and Standard Deviation to answer research questions. The population for the study was all 269 undergraduate History and International Studies Education Students of the University of Jos. Due to the nature and objectives of the research, all 269 undergraduate students of History and International Studies Education were purposively selected to constitute the sample for the research. The instrument used for data collection was a 12 item questionnaire tagged Questionnaire on Styles of YouTube Videos and Interest of History and International Studies Education University Students (QSYVIHISES). The instrument was evaluated and its validity and reliability affirmed by two experts, one from the field of History and International Studies Education and the other from Research Measurement and Evaluation Unit in the Faculty of Education, University of Jos.

RESULT AND FINDINGS

Table 1

Distribution of respondents, questionnaires distributed and returned.

S/n	Level/Class	Respondents (Students)	No. of Questionnaires distributed	No. of Questionnaires returned	% Returned
1	100 level	36	36	30	83.3
2	200 level	33	33	33	100
3	300 level	128	128	118	92.2
4	400 level	72	72	70	97.2

	TOTAL	269	269	251	93.3

From Table 1 above, a total of 269 questionnaires were administered to undergraduate students of History and International Studies Education in Plateau State. The researcher used the face-to-face, and class-by-class methods of administration, as a result, a total of 251 constituting

93.3% of all questionnaires administered to students were returned and used for analysis.

Analysis of Research Question Three (RQ1)

RQ1: What are the most preferred style and length of videos watched on YouTube by History and International Studies Education Students in the University of Jos, Nigeria?

Table 2

Frequency of responses and calculated mean on the styles and length of videos watched on YouTube by University of Jos History & International Studies Education Students.

S/n S.Dev.	Item		SA	A	U	D	SD	Score	Mean ($\ddot{X}$) FX/X	
1	I enjoy watching historical videos that are in the form of talking head.	Freq.	42	45	62	61	41	251	**2.94**	1.32
		Score	210	180	186	122	41	739		
2	Talking head style videos arouse my interest in history courses.	Freq.	42	45	62	61	41	251	**2.94**	1.32
		Score	210	180	186	122	41	739		
3	I enjoy watching prepared lectures presented by scholars on history topics.	Freq.	53	80	71	33	14	251	**3.50**	1.13
		Score	365	320	213	66	14	878		

No	Statement								Mean	SD
4	Prepared lecture style videos arouse my interest in history courses.	Freq.	53	80	71	33	14	251	**3.50**	1.13
		Score	365	320	213	66	14	878		
5	I enjoy watching videos that are in the form of interviews.	Freq.	82	82	52	17	18	251	**3.77**	1.18
		Score	410	328	156	34	18	946		
6	Interview type videos arouse my interest in history courses.	Freq.	82	82	52	17	18	251	**3.77**	1.18
		Score	410	328	156	34	18	946		
7	I enjoy watching videos that are in the form of slides.	Freq.	42	45	62	61	41	251	**2.94**	1.32
		Score	210	180	186	122	41	739		
8	Videos presented in the form of slides arouse my interest in history courses.	Freq.	42	45	62	61	41	251	**2.94**	1.32
		Score	210	180	186	122	41	739		
9	I enjoy watching videos that are in the form of a movie.	Freq.	119	77	34	19	2	251	**4.16**	0.98
		Score	595	308	102	38	2	1045		
10	Videos that are in the form of movies arouse my interest in history courses.	Freq.	119	77	34	19	2	251	**4.16**	0.98
		Score	595	308	102	38	2	1045		
11	I prefer watching historical videos that are in the form of a documentary.	Freq.	117	76	34	17	7	200	**4.11**	1.06
		Score	585	304	102	34	7	800		
12	Documentary style videos arouse my interest I history courses.	Freq.	117	76	34	17	7	200	**4.11**	1.06
		Score	585	304	102	34	7	800		

The data analyses in Table 2 which consist of items 1, to 12 of the questionnaire show that History and International Studies Education Students generally enjoy different styles and varieties of YouTube video for History Education courses. Analysis of items one and two show that students do not really enjoy watching historical videos that are in the form of a talking head, with mean scores of 2.94, and a standard deviation of 1.32, This falls slightly below the critical mean of 3.0. Meanwhile, analysis of items three and four show that students enjoy watching online YouTube videos that are in the form of a prepared

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lecture by scholars with mean scores and standard deviation of 3.50 and 1.13 respectively. It is also found in the analysis of item five and six that students enjoy online videos that are in the form of interviews with mean scores of 3.77 and a standard deviation of 1.18. Students do not agree that they enjoy watching videos that are in the form of slides with mean scores of 2.94 for items seven and eight, below the critical mean, and a standard deviation of 1.32. Students' acceptance for videos that are in the form of a movie was accepted as indicated in items nine and ten, which had a mean score of 4.16 and a standard deviation of 0.98. The students also generally agreed that they enjoy watching documentaries on history courses, with a mean score of 4.11 and a standard deviation of 1.06 as shown in items eleven and twelve of the questionnaire.

DISCUSSION

The instant research is a survey of YouTube video styles and preferences of History and International Studies Education students in the University of Jos, Nigeria. To guide the study, one research question was formulated to illicit responses from the students in line with the objective of the study.

From the analyses of items on the lone research question (RQ1), which seeks to ascertain the preferred styles of YouTube historical videos being watched by university students, the results show that students enjoy YouTube videos that are in the form of movies, documentaries, interviews and prepared lectures. These choices have been identified by Udell (2005) to be among the most preferred choices for online educational video users.

CONCLUSION

It is concluded that the YouTube video application has exert a positive influence on the interest and study needs of History and International Studies Education students in the University of Jos, Nigeria. The overall conclusion from this study reveals that YouTube videos have a significant and positive impact on the way and manner undergraduate students study. Different styles and genre of YouTube videos could also improve the interest of students in history education courses. History lecturers, university management, policy

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makers and the federal government of Nigeria should consider ways to enhance the smooth use of this online educational tool for the enhancement of the teaching and learning of History and International Studies Education in our universities.

RECOMMENDATIONS

Based on the findings of this research, the researchers offer the following recommendations;

1.   History and International Studies Education University Students should be encouraged to use the YouTube educational channels more often, and in most of their courses for the enhancement of their learning experiences.

2.   Since the YouTube online video application offers enormous benefits and has profound influence on the learning experiences of History and International Studies Education undergraduate students, curriculum planners and other policy makers such as the Nigeria

Universities Commission (NUC) should consider incorporating the use of YouTube History channels for history instruction in universities.

3.   Furthermore, the History and International Studies Education curriculum should be reviewed from time to time to meet the required national and international standards.

4.   History lecturers should explore the enormous benefits of content creation in the forms of movies and documentaries on YouTube since students have indicated their preference these types of online videos. Lecturers may also collaborate with movie and film makers to produce documentaries and movies for both intellectual and economic advancement.

5.   The federal government of Nigeria and university managements should make internet and other ICT facilities available, free and accessible for effective use of YouTube videos by students. Power supply in schools should also be improved to enhance maximum utilization of the internet services by students for their learning experiences.

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