

Vlogging: It's Impact on Learning

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Abstract.

With generational shifts, it is crucial to utilize varied instructional delivery and teaching to provide quality learning for the students. Generation Z students are digital natives, which means they are highly inclined toward technology. For educators, they need to understand the relationship between technology and learning. Nowadays, vlogging is a form of media that has been incorporated into teaching to maximize students' engagement. In light of this, this study aims to determine the impacts of vlogging on learning and the challenges encountered by the learners when vlogging. The researchers conducted interviews and employed a thematic analysis to synthesize and collect data. The findings of this study reveal that confidence boost, summarization skills, awareness of educational and technological tools, social media responsibility, and enhanced creativity are the beneficial impacts of vlogging on learning. Meanwhile, time-consuming, low-end cellular phones: insufficient phone storage and low camera resolution, intermittent internet connection, vlogging is less preferred than a written report, and increased expenses were the challenges the students experienced when vlogging. To address the concerns identified when vlogging, teachers ought to refine the utilization of vlogging in such a way that it is not too pressing on the students' part. Considering also the educational shift brought about by the Covid-19 pandemic, students are suggested to embrace vlogging as a new trend of learning. This study has vital importance within the millennium as technological advancement is becoming more complex. This research will also guide educators and researchers to refine the utilization of vlogging in learning to provide high-quality learning for the students. For future correlated research, a conduct a quantitative version of this study is recommended by the researchers.

Keywords: challenges in vlogging, e-learning, Generation Z, vlogging

1. Introduction

We are in an educational era where students have never lived a day where the answers to almost all questions can be accessed on the internet in the blink of an eye. Mobile devices and computers are an integral part of every moment of students' lives. In fact, every student born from 1997 to 2012 belongs to Generation Z learners (Meola, 2022). As of 2022, Generation Z students are currently between 10 and 25. The Pew Research Center (2019) described post-millennials, iGeneration, and digital natives are all terms used to describe Generation Z.

As educators, how can we harness Generation Z's power? It is crucial to reflect on our teaching and assessment practices and understand generational shifts. Identifying effective or ineffective methods is necessary to provide the learners with the best learning environment. If

we are not meeting the needs of the students, it may be time to reconsider our teaching methods.

In light of this, each new generation of students being taught by teachers requires different teaching and learning strategies. To address this plight, we must first understand who our students are. Currently, Generation Z students are inclined to technology. What may have worked in the past might not be working now. Gone are those days when teachers only utilized paper and pencil assessments. In this age of globalization, the media has a significant impact on education. Many types of media, such as audio, visual, and audiovisual, can assist teachers and students in achieving their teaching-learning objectives and get students enthused about learning.

One of the most popular trends in education is the integration of vlogging into learning. Vlogging is a process of self-formation whereby the vloggers construct and present their identity in relationship with the platform, technology, and all of its participants (Ümit Kennedy, 2021). In an episode of UP Open University's (UPOU) OPEN Talk aired on 10 November 2021, they tackled the potential use of vlogging as a tool in teaching and learning. The discussion emphasized that vlogging makes sharing content uncomplicated and more understandable to students as they tend to be more visual. Also, vlogging is a valuable tool to relate knowledge and experiences to students to meet the current Gen Z students' needs.

1.1 Statement of the problem

This study sought to determine the impact of vlogging on learning. Specifically, it aims to answer the questions:

1. What are the impacts of vlogging on learning?
2. What are the challenges encountered by the learners when vlogging?

1.2 Review of Related Literature

The Learners and the Teachers

It is safe to generalize that the current learners of today belong to Generation Z or the Gen Zers and the generations teaching them to belong to another generation, new and young educators are the Millennials, still, the majority of senior teachers belong to Gen X and Baby Boomers. Reading from the research of Parker and Igielnik (2020), there is a stark shift in lifestyle and thinking patterns between generation Z and those it precedes. Gen Zers are more open, more vocal, more assertive, and as noticeable, are digital natives.

Keeping this in mind, we can deduce that there is a gap, sometimes a clash between those at the different ends of the learning process, the teachers and the learners.

To bridge this gap, vlogging can be used at both advantages in the sense that learners are still delivering their presentations or learning outputs but through the ways, they are used to. Between a video presentation and a vlog, more of our tech-savvy students tend to prefer the latter because it fits their creative, independent personalities. Vlogging, by nature, is personalized. As long as they get the main task done, they are given more freedom on how to deliver it as well as where and when to shoot it.

On the other hand, though more challenging, teachers are still getting the same result as if the students are delivering it in a classroom via recitations or the traditional class presentation.

Multi-sensory Learning

It has been widely established by many educators and researchers in the field that the more senses are involved, the more learning happens and is retained. With the incorporation of technology in their learning, students are more engaged than ever in the learning process.

As per vlogging, Lestari in Anggraeni et.al (2020), maintains that video vlogging is more advantageous because of the combination of video, sound, pictures, animations, and texts to increase both content and context impact. Additionally, it is mentioned that most students share the habit of watching videos for many reasons, learning included.

Challenges in E-learning

With the onslaught of the Covid-19 pandemic, education is brought into each household via e-learning, online learning, distance learning, and flexible learning among others. Over the past years, there have been problems that were exposed but because it used to be an option, it didn't get much attention. However, in the most recent years, as the situation calls, each student is left with no option. This put the challenges in e-learning into the spotlight.

As vlogging is under e-learning, some of the advantages and disadvantages are evident as well. As mentioned by Dr. Buera at the UP Open Talk, vlogging can challenge inclusivity as not all are privileged to have the resources basic to vlogging such as gadgets needed and internet connection as well.

Another disadvantage brought out during the UP Open talk is that vlogging requires more time and effort for a single content. Additionally, as far as optical health is concerned, it leads to more screen time for students, both in the process of making and in watching their peers' contents.

There is also the challenge on the side of the teachers, as they are not trained to teach this way. Traditionally, education is teacher-centered and happens in the classroom. Though changes have happened, such values are still deeply ingrained. With the teachers belonging to another generation, not all teachers are knowledgeable about the mechanics of what goes into making vlogs, among other digital projects.

2. Methodology

2.1 Research Design and Methodology

The researchers utilized a qualitative research method in this study. The researchers conducted interviews and then adapted the thematic analysis approach to interpret meanings in the data used in this study. According to Braun and Clarke (2006), "thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data." By using a qualitative research methodology, researchers collect richer information and get a more detailed picture of issues, cases, or events. (Arora and Stoner 2009).

2.2 Population and Locale of the Study

The study population consisted of fifteen (15) English major students of the Education Department of Aurora State College of Technology, Philippines. The researchers saw the key informants as excellent respondents for this research since they are in their twenties; thus, they belong to the Gen Z group. They also had ample experience and/or exposure to vlogging since it was one of their requirements in their Purposive Communication class.

2.3 Data Gathering Procedure

The researchers used an interview guide which the researchers determined to be the most effective and economical method to ensure the efficiency in gathering the data. The interview guide has gone through systematic scrutiny and process to ensure that well-established questions will be appropriate to determine the impacts and challenges when vlogging. The interview guide was comprised of 10 main questions that assure the impact and challenges of vlogging experienced by the key informants. Also, the researchers have considered aligning the main questions to the Purposive Communication Standards and competencies/MELCs as prescribed by Commission on Higher Education (CHED). Furthermore, the interview guide has been validated by the adviser of this undertaking. Finally, before the interview was conducted, the researchers had sought the approval of the Dean of the College of Teacher Education-Graduate Program Chair to interview the key informants.

2.4 Data Gathering Instruments

To gather information from the key informants, the researchers made use of the scheduled online interviews through Zoom meetings. The meeting was recorded upon the consent of the students and their class adviser.

2.5 Treatment of Data

To interpret the data gathered from the interview questions, the researchers utilized Content Analysis. According to Holsti (1968), it is a technique for making inferences by systematically and objectively identifying special characteristics of messages. Through its use, the researchers were able to quantify and analyze the presence, meanings, and relationships of certain words, themes, or concepts obtained from the responses. Furthermore, relevant related studies were also used to further supply essential information to their replies.

3. Results and Discussions

This chapter focuses on presenting, analyzing, and interpreting the research results concerning the impact of vlogging on learning. Further, it will also discuss the challenges encountered by the students when vlogging.

3.1 Impacts of Vlogging on Learning

Table 1 highlights the positive impacts of vlogging on students. A confidence boost and improved summarization skills come on top, while awareness of educational and technological tools comes close to the third spot. Social media responsibility is also developed, while students' creativity was ranked the least.

Table 1: Impacts of Vlogging on Learning

Impacts	Frequency	Rank
Confidence Boost	15	1
Summarization Skills	14	2
Awareness of Educational and Technological Tools	12	3
Social Media Responsibility	8	4
Enhanced Creativity	6	5

Confidence Boost

All of the fifteen (15) participants gave credit to their vlogging activity for boosting their confidence in speaking publicly. They mentioned that even though it is a recording of them speaking and presenting after the videos were uploaded and became public, that is tantamount to speaking in front of a large audience. Informant 7 added that her confidence comes from the mastery of her topic. She mentioned that:

“Once na magvlog ka you have to gather more information to have a research po kaya magiging confident ka po kasi marami kanga lam or marami kang maisheshare sa ibang tao po”. (Once you vlog, you have to gather information and you become more confident because you know a lot of things and you can share it to others.)

This finding shares the same result with the study conducted by Sari (2018). It states that with vlogging, students were most motivated and confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in a place they found familiar.

Summarization Skills

Fourteen (14) of the informants acknowledged that vlogging improved their summarization skills. Considering that the vlog is only a few minutes long, they stated that they have to choose what information to prioritize and that only the key points should be fleshed out and included in the vlog.

It is important that students learn to summarize the information they have and then present it in their own way and understanding. Mandasari and Aminatun (2019) purport that in the brainstorming stage of making a vlog, the students start determining the main ideas and supporting ideas toward paragraphs that they have already made. Then, they read the paragraph over and over. During this stage, the students prepare themselves for a well-organized vlog.

Awareness of Educational and Technological Tools

Another significant impact of vlogging on the informants is that they are more aware of educational and technological tools. Among the specific technical skills brushed on are video

recording and editing skills. The significance of such skills was pointed out in key informant 12 by stating:

“Yes maam kasi po tulad po pandemic kasi po ... mas ano po ako mas virtual na po tapos hindi na po siya yung katulad po ngayun nga po pandemic mas kailangan po maenhance po namin yun, paano nalang po kung magkaroon po uli ng pandemic tapos hindi po ulit makakapagface to face eh di wala po kaming alam parang advantage po kasi na may alam narin po sa vlogging.” (Especially now during the pandemic, we need to enhance our virtual skills because what if there is another pandemic and there won’t be face to face classes, then we will have an advantage)

This finding coincides with one of the six International Society for Technology in Education (ISTE) standards for students: Innovative Designer (2007). Under this standard, Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

Social Media Responsibility

By using social media as a medium for educational vlogs, students are exposed to and can reach out to a global audience. However, Oxley in McGilvery, 2012, warned that “Freedom of Speech does not equate to freedom of consequences”. Urging students to think before posting something publicly online.

Generally, the participants are aware of this matter. As for this aspect of social media responsibility, specifically about awareness of culturally and socially accepted terms, expressions, and images, there is a mix of responses. Twelve (12) of the key informants agreed that vlogging introduced them to the etiquette of social media posting. Key informant 1 confirmed that once a vlog is uploaded, the student’s and the school’s reputation is at stake once you made some inappropriate comments. She stated:

“Yes, although I admit myself that sometimes I need to do enough research to make sure that I do not include anything wrong in the video, especially those videos that need to be posted on our Social Media accounts because it could not only taint my name as a student, but it could also affect the name of our school.”

Enhanced Creativity

Six (6) of the informants strongly felt that their creativity is enhanced through vlogging because as they have stated they followed inspirations and patterns from existing vlogs on the internet, although they have tweaked it a bit to suit their topics and to avoid plagiarism. Informants 6 and 13 spoke that they learned how to play with angles even using more than one (1) video capture device to have the desired effect and flow. Informant 8 compared vlogging to advertising. “*You should be full of energy ... your tone of voice is clear and loud.*” Moreover, key informants 9 added the effective use of thumbnails to attract more viewers to their vlogs.

This outcome is parallel with Sahara’s (2018) utilization of social media especially vlogging in project-based learning to achieve learning goals. The implementation of vlogging augments the students’ characteristics and learning styles, thus, making them more creative.

3.2 Challenges Encountered by the Students When Vlogging

Table 2 illustrates the most and least challenges encountered by the students when vlogging such as time-consuming, low-end cellular phones: insufficient phone storage and low camera resolution, intermittent internet connection, vlogging is less preferred than a written report, and increased expenses.

Tale 2: Challenges Encountered by Students When Vlogging

Challenges	Frequency	Rank
Time-consuming	10	1
Poor or Intermittent Internet Connection	9	2
Vlogging is Less Preferred than Written Report	8	3
Low-end Cellular Phones: Insufficient Phone Storage and Low Camera Resolution	5	4
Increased Expenses	2	5

Time-consuming

The key informants greatly consider ‘time-consuming’ as a major challenge when vlogging. This entails students need ample time to accomplish the task. This corroborates with Rahmawati, et al. (2018) wherein they said: “The students must set aside time to photograph vlogs, create a description and share it to the social media.” This claim bridges to the answer of Key Informant 1 wherein she declares:

“It would take 2-3 days based on my own experience because the reason itself it needs to be done thoroughly, and the editing and the taking of videos it's not that easy is not enough because there are going to be times that you're going to repeat especially if you make mistake or you have to look nice but the editing is quite long especially for a person like me who is not very good at editing yet. I'm still trying to explore the world of editing so it really takes a long time maybe even more if the video needs more research.”

Poor or Intermittent Internet Connection

Among the key informants, nine (9) students cited poor internet connectivity as another crucial problem when vlogging since it requires the usage of the internet; the students have to conduct research and upload the videos online. In fact, intermittent internet connection is experienced by the students, especially in remote places. In a similar study conducted by Rotas, E. et al. (2020), unstable internet connectivity is one of the most recurring difficulties experienced by students in online learning. Most of the time, this problem is caused by geographic location. The subsequent interview replies from key informant 15 further endorse this claim:

“The second one is like internet connection, because here in Bayanihan, it is a barrio, which is there is no ahm strong connection. That is why from my experiences... just like today nagchochopy tayo.”

Vlogging is Less Preferred than Written Report

It was also uncovered that eight (8) key informants stressed written reports as better means of reporting than vlogging. This refutes the study conducted by Baran (2007) wherein he asserted that videoblogging offers rich experiences both to the teachers and students who want to communicate with movies, sounds, and images, reflect on what they teach, learn and think and share them with a community. Moreover, the following responses from the interview further contradict this claim:

Key Informant 2: *“I prefer a written report than vlogging po kase when it comes to vlogging parang I'm really having a hard time expressing myself.”*

Key Informant 3: *“Actually I prefer po written talagang parang feeling ko po ‘yun ang forte ko. (“I prefer written report to oral report because I think that I am better at writing than oral reporting.)*

Key Informant 11: *“Written po. Kasi po di rin po masyado into oral PO mas comfortable po ako pag writing po” (“I prefer written report to oral report because I'm into writing and I feel more comfortable with it.)*

Low-end Cellular Phones: Insufficient Phone Storage and Low Camera Resolution

Five (5) key informants highlighted low-end cellular phones as one of the problems encountered when making a vlog. During the interview some of the key informants declare:

Key Informant 1: *“For me, it really is a struggle especially when you know that your phone is not that high quality. So ‘yun po yung mga nagiging problems na kung saan kapag masyadong marami ka ng natak na video, parang it make your storage full.”*

Key Informant 2: *“So when it comes to technicality problems, the first thing is my cellphone personally. My cellphone is not really that good.”*

Key Informant 3: *“The storage of my phone is not unlimited kaya lagi po akong nafufull storage.” “Another thing din po pala yung resolution ng camera. The higher the resolution, mas maganda yung quality ng video.”*

Key Informant 4: *“First of all po, storage po sobrang laki po ng storage.”*

Key Informant 7: *“Sa cellphone po talaga. Minsan po full storage ganon. Sobrang dami ng videos, yun po.”*

Hence, when vlogging, there are a few things people must prioritize with regard to equipment. Tolu (2021) mentioned that to ensure that the movie comes out right, a vlogger needs high-definition cameras, proper lighting, and editing software.

Increased Expenses

The respondents' two (2) responses gave credence to increased expenses as another plight when vlogging. This definitely authenticates the study of Darmawan (2016), wherein he claims that the cost of video production is very high and only a few people can do it. This implication is further corroborated by the answers of the respondents, to mention:

Key Informant 4: *“And also, siguro po load or data. And then as for the other challenges po, siguro expenses po kasi minsan po you have to capture a certain view that you need to go out or kung malayo po yung kailangan mong ishoot kailangan ko sayo na sasakyan. Malaki po yung expenses depende po kung gaano po katagal yung pag gawa ng video.” (And also, cellphone’s load and other expenses are challenges because you need to go out and sometimes go to a far place where you can shoot your vlog. Transportation fee is another thing, so it results into increased expenses.)*

Key Informant 15: *“Of course, I am a student. So, I don't have a job... so I don't have much financial support po.”*

4. Conclusion and Recommendations

This part presents the findings and conclusion of this research study.

4.1 Conclusion

The findings of this study unveil that confidence boost, summarization skills, awareness of educational and technological tools, social media responsibility, and enhanced creativity are the advantageous impacts of vlogging on learning. In addition, time-consuming, low-end cellular phones: insufficient phone storage and low camera resolution, intermittent internet connection, vlogging is less preferred than a written report, and increased expenses were the challenges the students experienced when vlogging.

4.2 Recommendations

Based on the findings, the following are recommended by the researchers:

1. To address the concerns identified when vlogging, teachers ought to refine the utilization of vlogging in such a way that it is not too pressing on the students' part.
2. Considering the educational shift brought about by the Covid-19 pandemic, students are suggested to embrace vlogging as a new trend of learning.
3. To further validate the responses gathered from the interview, the researchers recommend upcoming linked researches to conduct a quantitative version of the study.
4. For future correlated researches, have a wider population since the sample size in this study is limited to BSED-English, which accounted for fifteen online interviews results.

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“Commit your actions to the LORD, and your plans will succeed.

SOLI DEO GLORIA!

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