Influence of Video Blog Mode on Learning among College Students

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Abstract
In recent years, the advent of digital media has transformed the landscape of education, with video blogging, or vlogging, which was very much popular for posting videos related to food, travel or lifestyle, recently has emerged as one of the popular mode of delivering educational content. This study investigates the influence of Video logging mode of learning among college students of Bishop Heber College (Autonomous), Tiruchirappalli, Tamil Nadu, India. The key factors of the research focus on student engagement, comprehension, and overall learning outcomes as the key factors. Through this research an attempt is taken to identify the influence of Vlog mode of learning and whether it is helpful in academic excellence.
Keywords: Video Logging, Student Engagement, Comprehension, Academic Excellence.

Introduction

In today's digital age, the evolution of content creation has transformed the way individuals share their stories, experiences, and expertise with the world. One prominent medium that has gained immense popularity is video blogging, commonly known as vlogging. Video blogging involves the creation and sharing of video content online, where individuals, known as vloggers, document their lives, thoughts, opinions, or expertise on various topics through video recordings.

Unlike traditional written blogs, which primarily rely on text-based content, video blogging leverages the power of visual and auditory elements to captivate audiences and convey messages. Through a combination of footage, narration, music, graphics, and editing techniques, vloggers create engaging and immersive experiences for their viewers. Video blogging spans a wide range of genres and subjects, catering to diverse interests and preferences. From lifestyle and travel vlogs that offer glimpses into vloggers' daily routines and adventures, to educational and tutorial vlogs that provide valuable insights and guidance on specific topics, the versatility of video blogging allows creators to connect with audiences on a personal and authentic level.

The rise of social media platforms and video-sharing websites such as YouTube, Instagram, and TikTok has fueled the popularity of video blogging, enabling vloggers to reach global audiences and build communities around their content. With the accessibility of smartphones and affordable video recording equipment, virtually anyone with a passion for storytelling and creativity can become a vlogger and share their voice with the world.

In this digital landscape, video blogging has emerged as a powerful tool for self-expression, education, entertainment, and community-building.

Review of Literature & Hypothesis Development

Engagement

A study published in the Journal of Educational Multimedia and Hypermedia found that students reported higher levels of engagement when learning through video-based content compared to traditional text-based materials. (Reference: Al-Wabil, A., & Al-Emran, M. (2018). "The Impact of Using YouTube in EFL Classroom on EFL Saudi Students' Performance." Journal of Educational Multimedia and Hypermedia, 27(1), 5-24.)

Accessibility

Research conducted by the Joan Ganz Cooney Center revealed that 74% of K-12 teachers reported using digital media, including video content, to enhance learning outside of the classroom, citing its accessibility as a key factor. (Reference: Takeuchi, L. M., & Stevens, R. (2011). "The New Coviewing: Designing for Learning through Joint Media Engagement." Joan Ganz Cooney Center at Sesame Workshop.)

Personalization

A study published in the Journal of Educational Technology & Society found that students perceived video blogs created by their instructors as more personalized and engaging compared to traditional lectures, leading to increased motivation and deeper learning. (Reference: Strayer, J. (2007). "The Effects of Classroom Performance System on Student Learning in Principles of Economics Courses." Journal of Educational Technology & Society, 10(1), 1-14.)

Demonstration and Visualization

Research conducted by the University of Wisconsin-Madison demonstrated that incorporating video demonstrations of scientific concepts led to better understanding and retention among students compared to static images or text explanations alone. (Reference: Dianovsky, M., & Patterson, R. (2001). "Using Video to Teach Chemical Concepts: Cooperative Problem Solving." Journal of Chemical Education, 78(6), 855-859.)

Peer Learning

A study published in the International Journal of Information and Education Technology found that students engaged in collaborative video blogging activities reported enhanced peer interaction, increased critical thinking skills, and improved learning outcomes. (Reference: Lee, M. (2014). "The Effect of Collaborative Video Blogging on Peer Interaction and Learning Achievement." International Journal of Information and Education Technology, 4(3), 264-267.)

Flexibility

Research conducted by the University of Illinois Urbana-Champaign found that students appreciated the flexibility offered by video lectures, allowing them to revisit difficult concepts or

review material at their own pace, leading to greater confidence and comprehension. (Reference: Guo, P. J., Kim, J., & Rubin, R. (2014). "How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos." Proceedings of the First ACM Conference on Learning @ Scale Conference, 41-50.)

Hypothesis

- H1:There is significant impact of video blogging on student engagement in the learning process.
- H2: Video blogging does facilitate personalized and self-directed learning experiences for students.
- H3 :Video blogging does promote peer collaboration and knowledge sharing among students.
- H4 :Video blogging is accessible and flexible as a supplementary learning tool for students with diverse learning styles and preferences.

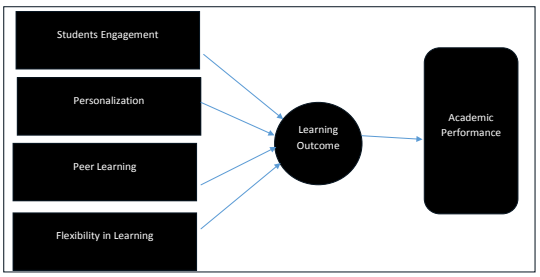
Objectives of the Study

- To examine the impact of video blogging on student engagement in the learning process.
- To investigate the role of video blogging in facilitating personalized and self – directed learning experiences for students.
- To analyze the extent to which video blogging promotes peer collaboration and knowledge sharing among students.
- To evaluate the accessibility and flexibility of video blogging as a supplementary learning tool for students with diverse learning styles and preferences.

Methodology

For the purpose of research both primary and secondary data is used. In order to collect primary data questionnaire was framed was circulated to the respondent. The secondary data is taken from Ph.D thesis, Journals, articles and website sources related to the title. The total number of students in Bishop Heber College (Autonomous), Tiruchirappalli are more that twelve thousand students, a sample of 185 students are taken for the research purpose. The Sample includes students from both Arts and Science discipline and from both undergraduate and post graduate students are included. Convenient sampling technique is used in the research. Regression analysis is used to analyze the results.

Conceptual Framework



Analysis and Findings

Pilot Study

Prior to questionnaire distribution, a pilot test for pre-testing was conducted and distributed among 30 students of department of commerce, Bishop Heber College. From the pilot study, all the four variables (Students engagement, Personalization, Peer Learning, Flexibility in learning) have all the good level of 0.80. No amendment had been made to the questionnaires and all items were remained as how it is being constructed.

Reliability Analysis

Table 1 Summary of Reliability Test

Variables	No. of Items	Cronbach's Alpha	Remarks
Students Engagement	7	0.846	Good
Personalization	8	0.939	Excellent
Peer Learning	7	0.923	Excellent
Flexibility	3	0.961	Excellent

From Table.1, Since the Cronbach Alpha's value fall between 0.846 and 0.961, there are no items have been deleted as the values have fulfilled the requirement of over 0.70 as suggested Nunnaly (1978). The internal consistency of all variables (Students engagement, personalization, peer learning and flexibility) indicate that all items remained good with the internal consistency of 0.846 while the variables with the highest reliability is Flexibility. Subsequently, all indicators were used for data collection.

Descriptive Analysis

Table 2 Summary of Descriptive Finding

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Students Engagement	185	1.00	7.00	3.15	1.65
Personalization	185	1.00	7.00	3.84	1.45
Peer Learning	185	1.00	7.00	4.06	1.09
Flexibility	185	1.00	7.00	4.38	1.24

From the Table 2, the mean scores are ranging from 3.00 to 5.00 indicated that all variables score moderate (Lopes, 2012). The lowest mean score of 3.15 goes to the variable (Students engagement) and this showed that the respondents (Bishop Heber College Students) somewhat disagreed with the measurement. Perceived usefulness with the mean score of 4.38 showed the respondents neither agreed or disagreed with the indicator that represent perceived usefulness. The findings displayed acceptable variability within the data set as the standard deviation fell between 1.09 and 1.65. Thus, it shows that the respondents have different point of view regarding the studied variables.

Testing of Hypothesis

In order to test the study's hypothesis, a series of regressions were used to analyze the relationship between the predictors (independent variables) and the dependent variables. The hypothesis results are as follows:

- H1 : There is significant impact of video blogging on student engagement in the learning process.
- H2: Video blogging does facilitate personalized and self-directed learning experiences for students.
- H3 :Video blogging does promote peer collaboration and knowledge sharing among students.
- H4 : Video blogging is accessible and flexible as a supplementary learning tool for students with diverse learning styles and preferences.

Among the variables mentioned, Vlogging learning facilitates personalized and self -directed learning experience for students and the accessibility and flexibility are found to be significant at the 0.05 level. Thus, H2and H4are fully accepted by students (see Table 4 and 6). But H1 and H3were not significant at the 0.05 level and are not supported. (See Table 3 and 5).

Table 3 Regression of Determinants of Student Engagement in the Learning Process (2items , α = 0.720)

Predicator	Items	α	β	t-value	p-value
Students Engagement	7	0.787	0.081	1.114	0.268**

Denotes significance at the 0.05 level

Table 4 Regression of Determinants Facilitate Personalized and Self- Directed Learning Experience for Students (2 items, α = 0.720)

Predicator	Items	α	β	t-value	p-value
Personalized Learning	8	0.882	-0.181	-2.128	0.036**

Denotes significance at the 0.05 level

Table 5 Regression of Determinants does Promote Peer Collaboration and Knowledge Sharing among Students (2 items, α = 0.720)

Predicator	Items	α	β	t-value	p-value
Peer Learning	7	0.762	0.076	1.121	0.201**

Denotes significance at the 0.05 level

Table 6 Regression Accessible and Flexible as a Supplementary Learning Tool for Students with Diverse Learning Styles and Preferences (2 items, α = 0.720)

Predicator	Items	α	β	t-value	p-value
Flexibility	3	0.719	-0.227	-2.546	0.012**

Discussion and Conclusion

The findings showed two out of the four hypotheses were supported. The integration between Video logging mode of learning and personalized and flexibility in learning has shown strongest relationship (β =0.081, p greater than 0.05). Thus, it is to be concluded that video logging has been one among the mode for learning among students of Bishop Heber College (Autonomous), Tiruchirappalli. The factor for learning is due to flexibility in learning and they feel personalized and self-learning.

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