Examination of Primary and Secondary School Teachers' Aspects towards Educational Use of Video Sharing Websites

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Abstract

Daily use of video has increased by televisions, but lately people have been using video sharing websites most frequently. This extended use of video sharing websites has emerged a new era for education; teachers and learners can use them to enhance learning in education. Hence, the purpose of this study is to examine primary and secondary school teachers' aspects towards educational use of video sharing websites. This research is conducted as a survey model and carried out with the participation of 114 teachers in total, 48 teachers from Taşkent and 66 teachers from Kulu districts of Konya province in Turkey. Quantitative research method has been adopted as the model of this research. Data is obtained by a 19-item questionnaire and analyzed by SPSS (Statistical Package for the Social Sciences) program by using descriptive statistics and basic correlation. Results of this study revealed that teachers have positive attitudes towards using video sharing websites as an educational tool which improves learning.

Key words: primary-secondary school teachers; video sharing websites; educational video

Introduction

Today, as a result of the development in technology, a plenty of materials has been started to be used for educational purposes. The most important aim to create various educational materials is to support persistent knowledge. According to Dale's cone of experience, the permanence of knowledge increases with regards to the amount of senses used in learning process, which resulted in comprehensive learning. Video, as an educational material, provides more effective learning compared to the visual or verbal tools as it is an audio-visual resource (Kumar, 1996). Moreover, people memorize 10% of what they read, %20 of what they hear, %30 of what they see and %50 of what they hear and see according to Dale's cone of experience (Wiman&Mierhenry, 1969). While people have a tendency to memorize videos they watch, they tend to forget the other daily activities they do. Thus, the use of video material is appropriate for teaching-learning process.

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Recently, the number of video sharing websites (e.g. Youtube) which allows people to share their own videos among worldwide has raised with the development of web 2.0 technologies (Snelson, 2008). Video sharing websites (Youtube, Dailymotion, etc.) can be used for educational purposes as well as daily reasons (Yıldırım&Özmen, 2012). In addition, video sharing websites which are developed for only learning aims such as Teachertube and Schooltube are available and also there are websites such as EBA (Education and Information Network) which support sharing learning and teaching supplements including educational videos in Turkey.

Therefore, a research which includes the views of teachers about educational use of video sharing websites is needed. In general, the studies related to this subject cover higher education institutes; there are only a limited number of studies related to primary and secondary schools. As a result, in this paper aimed at the examination of primary and secondary school teachers' aspects towards educational use of video sharing websites is aimed.

In this respect, the responses for following research questions are sought:
(1) What are the aspects of primary-secondary school teachers towards the use of video sharing websites as lecture supplements?
(2) What are the aspects of primary-secondary school teachers towards the features that a video sharing websites should have as a learning material?
(3) What are the aspects of primary-secondary school teachers towards the sharing of course content among video sharing websites?

Methodology

This study is conducted as a survey model in order to determine primary-secondary school teachers' aspects towards video sharing websites as learning environments.

Research Sample

The sample of this research consists of primary-secondary school teachers who work in Taşkent and Kulu district of Konya province in Turkey in 2015-2016 academic years. 114 teachers are contacted as survey participants. The distributions of the participants are given in terms of teaching subjects and genders in Table 1.

Table 1. Descriptive features of participants.

		Gender		Total
		Female	Male	
Teaching Subject	English	9	4	**13**
	Information Technologies	3	5	**8**
	Math	8	3	**11**
	Music	4	3	**7**
	Physical Education and Sports	3	3	**6**
	Primary School	5	5	**10**
	Religion Culture and Ethics	9	3	**12**
	Science	9	4	**13**
	Social Sciences	4	6	**10**
	Technology and Design	3	3	**6**
	Turkish	7	4	**11**
	Visual Arts	5	2	**7**

Total			69	45	114

Examining Table 1, it can be inferred that 11,4% of the participants are English teachers, 7% of them are Information Technologies teachers, 9,6% of them are Math teachers, 6,1% of them are Music teachers, 5,3% of them are Physical Education and Sports teachers, 8,8% of them are Primary School teachers, 10,5% of them are Religion Culture and Ethics teachers, 11,4% of them are Science teachers, 8,8% of them are Social Sciences teachers, 5,3% of them are Technology and Design teachers, 9,6% of them are Turkish teachers and 6,1% of them are Visual Arts teachers. It can be observed that 60, 5% of participants are female and 39, 5% of them are male.

The fact that whether participants have the Internet connection at home is showed in Table 2.

Table 2. Internet connection availability.

	N	%
Yes	98	86,0
No	16	14,0
Total	114	100,0

The fact that whether participants have mobile Internet connection is showed in Table 3.

Table 3. Mobile Internet connection availability.

	N	%
Yes	103	90,4
No	11	9,6
Total	114	100,0

86% of participants' responses were "Yes" for "Do you have Internet connection at home?" question was asked to determine the Internet connection availability at home. 90, 4% of participants' responses were "Yes" for "Do you have mobile Internet connection?" question was asked to determine mobile Internet connection availability. Concerning The Internet connection availabilities, it can be seen that the majority of teacher participants have Internet connection via various technologies. This shows that the participants have enough online connection to use video sharing websites.

Data Collection Tool

The research was conducted as a survey based on data obtained by a questionnaire. In order to determine primary and secondary teachers' aspects towards video sharing websites the questionnaire developed by Elçiçek and Bahçeci (2015) was used. The original questionnaire consists of 25-item in Likert type. In accordance with the survey, 25th, 22nd, 21st, and 20th items which are unrelated to primary and secondary education are excluded. The other items are adapted for primary and secondary school teachers. The adapted 21-item questionnaire form identifies primary and secondary school teachers' views on using video

sharing websites as an audio-visual learning environment, as well as the views on sharing course content and announcements via video sharing websites. In order to determine internal consistency of the adapted questionnaire, test-item analysis was conducted and Cronbach Alpha coefficient is calculated as .875, which means the fact that questionnaire items are reliable to measure similar characteristics.

Data Analysis

Data obtained by data collection tool were classified with numbers 1 to 5 ("1"; strongly disagree, "2"; disagree, "3"; neutral, "4"; agree, "5"; strongly agree) and were analyzed by SPSS (Statistical Package for the Social Sciences) program. As descriptive analysis, frequency, percentage, arithmetic mean and standard deviation data analysis were used. In order to do a better analysis and comprehension of the data obtained from participants about video sharing websites, the five scale intervals are determined as:

Low: 1.00 – 2.33

Medium: 2.34 – 3.66

High: 3.67 – 5.00

Results

The statistical findings obtained by data collection tool are presented as categorizing the participants' responses in the direction of primary and secondary school teachers' views on video sharing websites as an audio-visual learning environment.

Teachers' views on using video sharing websites as lecture supplements are given in Table 4.

Table 4. Teachers' views on using video sharing websites as lecture supplements

Items	$\overline{X}$	SD
I suggest my students to use video sharing websites before the lecture as a preparation tool.	3,48	1,242
I help my students in learning subjects which are difficult to comprehend by using video sharing websites.	3,55	,893
I use video sharing websites in order to reinforce the subjects that my students learned.	4,15	,766

Examining Table 4, it can be observed that primary and secondary teachers agree at a moderate level about suggesting video sharing websites as a preparation tool for their students (x̄=3,48). Primary and secondary teachers agree at a moderate level about overcoming learning challenges with video sharing websites (x̄=3,55). Primary and secondary teachers agree at a high level about using video sharing websites as reinforcements for already learned subjects (x̄=4,15).

Teachers' views on the characteristics which video sharing websites should have as a learning resource are given in Table 5.

Table 5. Teachers' views on the characteristics which video sharing websites should have as a learning resource

Items	$\overline{X}$	SD
The course contents in video sharing websites do not supply adequate multimedia support.	3,54	1,023
Video sharing websites do not present adequate visual learning content for my subject.	3,75	,936
Video sharing websites contribute to create rich multimedia environments.	3,85	,894

Examining Table 5, it can be observed that primary and secondary teachers agree at a moderate level about the fact that multimedia support supplied by video sharing websites' course content is sufficient (x̄=3,54). Primary and secondary teachers agree at a high level about the fact that video sharing websites present adequate visual learning content for their subject (x̄=3,75). Primary and secondary teachers agree at a high level about the fact that video sharing websites contribute to create rich multimedia environments (x̄=3,85).

Teachers' views on sharing course contents via video sharing websites are given in Table 6.

Table 6. Teachers' views on sharing course contents via video sharing websites

Items	$\overline{X}$	SD
I think it is beneficial to share course contents via video sharing websites.	4,01	,846
I use video sharing websites as a resource for an application that I have started to learn recently.	3,82	1,001
I do not think it is a good idea to use video sharing websites as course supplements in today's education system.	3,99	,926

Examining Table 6, it can be observed that primary and secondary teachers agree at a high level about sharing course contents via video sharing websites (x̄=4,01). Primary and secondary teachers agree at a high level about using video sharing websites as a resource for an application that they have started to learn recently (x̄=3,82). Primary and secondary teachers agree at a high level about using video sharing websites as course supplements in today's education system (x̄=3,99).

Conclusion

In the scope of this research, the general trends of primary and secondary teachers in using video sharing websites as teaching-learning materials and their general views are examined in the sample of Taşkent and Kulu districts of Konya province. Examining teacher participants' Internet connection possibilities, it is observed that a great majority of them have Internet connection at home (86%) or in their mobile phones (90, 4%). In addition, every school in Taşkent and Kulu districts of Konya province has Internet connection thanks to Ministry of National Education. This reveals teachers have a large opportunity to use Internet in their daily lives. According to the findings, the majority of teachers think it is appropriate to use video sharing websites as secondary resources for course subjects. Teachers think it is beneficial for students to skim over video sharing websites before the lectures. Moreover teachers believe that students can complete their learning especially for difficult subjects via

video sharing websites and they can use video sharing websites as reinforcements after the lecture.

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