YouTube In The Classroom

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A research paper submitted in conformity with the requirements
For the degree of Master of Teaching
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ABSTRACT

The purpose of this qualitative research study is to examine how educators are integrating YouTube as an educational tool in the classroom. This topic is of importance to the education community as technology is constantly changing and to stay relevant in the 21st century classroom, educators need adequate levels of technological knowledge to confidently incorporate various forms of technology into their teaching practices. This research project is based on an analysis of preexisting literature and qualitative data that was gathered through interviews with three participants. Some findings include the lack of awareness educators have about the range of features offered by YouTube and the impact Internet disruptions and school board policies have on video watching in the classroom.

Key Words: Technology, Video, YouTube, Flipped Classroom, Pedagogy, Strategies
ACKNOWLEDGEMENTS

I wish to acknowledge and thank my research supervisor, Clare Brett, for pushing me to think critically about my research and for always providing me with constructive feedback. Her support in the research process has been invaluable. I would also like to thank my participants for being so willing to share their experiences with me, I have learned so much from reflecting upon your experiences and will carry that knowledge with me into my teaching practices. I would like to thank my cohort JI 132 for being so supportive and wonderful. We have had many laughs and everyone truly made the last two years a positive experience I won’t forget. Lastly, I need to acknowledge my family who has always supported me in every aspect of my life- thank you!
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## ABSTRACT

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Chapter 1: INTRODUCTION

YouTube is a social media platform that was launched in 2005 that allows billions of individuals to discover, watch and share original user created videos (YouTube, 2015). This platform provides a forum to connect, inform and inspire individuals across the world. This research study aims to understand how educators are using YouTube in their practices. It is important to understand how YouTube is being used as video is a powerful educational and motivational tool that is being used in today’s 21st classroom (Duffy, 2007). The power YouTube has as an educational tool depends on how it is integrated into classroom learning (Duffy, 2007), which this research study aims to understand. By understanding how educators use YouTube as an educational tool, specific strategies can be identified and recommendations for integration can be made to maximize this potential.

Purpose of the Study

The purpose of this qualitative research study is to examine how educators are integrating YouTube as an educational tool in the classroom. My overarching research question is ‘How are educators integrating YouTube into the classroom?’ This topic is of importance to the education community as technology is constantly changing and to stay relevant in the 21st century classroom, educators need adequate levels of technological knowledge to confidently incorporate various forms of technology into their teaching practices. The primary reason educators do not use technology is due to lack of experience and confidence (Henschel, Jon, Pallett, 2009). As YouTube has grown in
recent years with billions of people sharing information on a regular basis (YouTube, 2014), it can now be used as a more credible educational tool if it is implemented in an effective way. It is important to understand how educators are implementing such technology in the classroom to gain an understanding of its effectiveness in terms of utilizing class time and learning outcomes. It is important that educators are technology savvy and motivated to integrate technology to improve their teaching and the students learning experience (Henschel, Jon, & Pallett, 2009). With this research study I hope to gain an understanding of how educators are using YouTube, how their teaching practices and pedagogy are reflected in their use of YouTube and how students learning outcomes and levels of engagement and achievement are impacted by using YouTube in the classroom.

Research Questions

The goal of this qualitative research study is it to understand the capabilities of educators and the strategies used when implementing video technology in the classroom. The overarching research question is ‘How are educators integrating YouTube into the classroom?’ To further understand this research question there are several supporting questions that need to be addressed;

a. What features currently offered by YouTube, such as playlists and subscriptions, do educators report using?

b. Does the use of YouTube differ from a traditional to a flipped classroom?

c. Do educators produce their own video content to be used in the classroom?

d. How do educators describe student engagement with content when YouTube is used?
e. What strategies do educators implement to ensure YouTube is used effectively and appropriately?

**Background of the Researcher**

I have been working as a YouTube Partner and Content Creator since July 2010 and I own a channel that produces educational dance tutorials that is subscribed to by over 120,000 people and has been viewed worldwide by 27 million people. This platform has created a community of like minded individuals who can connect through their passion for dance. This experience has given me a strong insight to the inner workings of the website and has allowed me to see the potential it has to be used as an educational tool in the classroom. Throughout my high school, undergraduate and graduate education, I have noticed the lack of knowledge and understanding many educators have of YouTube, often resulting in delays with the lesson, the loss of student engagement and an increase in distraction. I feel that with greater understanding and familiarity with the site this classroom situation can be improved and potentially such a tool can create a better learning experience for both the teacher and student. This research study looks at educators and how they are using YouTube in their teaching practices, to uncover strategies and make recommendations to maximize this potential.

**Overview of the Research Study**

There are five chapters in this research study; introduction, literature review, methodology, findings and discussion. In Chapter 1, the introduction, the topic of the research study is identified, the underlying research question and supporting questions are presented and the background of the researcher is provided. Chapter 2, the literature
review, presents a summary of relevant research and a list of important definitions to provide a foundational context for this study. Chapter 3 explains the methodology and procedure used in this research study, including information and the rationale for selecting the participants, instruments used for data collection and limitations of the study. In Chapter 4, the findings, themes and key findings are presented based on participant contributions and in Chapter 5, discussion, the findings in relation to the literature are discussed and the implications of this research study and areas of further study are presented.
Chapter 2: LITERATURE REVIEW

Introduction to the Literature Review

Duffy (2007), presents the idea of Web 2.0, stating that there has been a shift from a World Wide Web that is ‘read only’ to one that is the ‘read write web’. The online world is evolving and becoming a community of social information and idea networking (Duffy, 2007). This shift has created an outlet for students and educators to create change, exchange information and collaborate in ways that were unimaginable before. With these changes, educators need to consider new ways of engaging in these new ‘Web 2.0 technologies’ (Duffy, 2007). Educators need to ask themselves ‘How can I teach students to think critically about their potential uses?’ YouTube has the potential to be an outlet for students and educators to create change, exchange information and collaborate. To reach this potential, educators need to shift from treating this video sharing website as simply ‘virtual libraries’ to a space of socializing, commenting, creating, collaborating and assessing (Duffy, 2007). With this shift comes a responsibility to implementing YouTube in the classroom in an effective, collaborative and informative way. This literature review will look at relevant literature that describes the use of YouTube in the classroom. The TPACK framework will be discussed and related to educator’s use of YouTube to optimize learning goals and outcomes. Specific concepts such as mLearning will be explained in its relation to the literature, frameworks and how it defines YouTube as an educational tool. Literature surrounding both traditional and flipped classrooms will be examined, specifically looking at how YouTube is used in both contexts. Lastly, several different strategies will be looked at from the literature about how educators can optimize their use of YouTube in the classroom.
There are several uses for video in learning with many known pedagogical benefits. Willmot et al (2012) found that video can both inspire and engage students when it is incorporated into student-centered learning activities, including increased motivation, enhanced communication skills and overall higher marks (Willmot et al, 2012). These are strong findings that support the use of video in learning.

More specifically, Young and Asensio (2002) found that video has emerged as a mainstream educational distribution medium due to the reduced cost of production. Current resources, such as YouTube, allow anybody with access to a camera and a computer to create and distribute video. The researchers found many uses of video for learning such as video diaries, stimulations and instructional sequences. There are many uses for video as browser ‘streaming’ video sequences can be easily brought into the classroom with technology, meaning video is no longer for presenting but for creating a network of learners (Young and Asensio, 2002). The researchers developed a framework called the ‘Three I’s Framework’- image, interactivity and integration, to provide practical tools to help educators with their pedagogical design and development of video streaming resources for online learning. Their goal with this framework was to provide an understanding of the role of video as it changes from a presentation tool to focus for networked learning (Young and Asensio, 2002). This research study is supportive of video for learning, and although the research is over a decade old, it is still relevant as it supports the need for educators to have access to tools to develop their pedagogy regarding using online video and technology in the classroom.

The goal of this qualitative research study is it to understand the capabilities of educators and the strategies used when implementing video technology in the classroom. The overarching research question is ‘How are educators integrating YouTube into the
This chapter will detail literature in relation to using YouTube as an educational tool in the classroom and provide a list of definitions to be use by the reader to understand the functionality of YouTube.

**TPACK and YouTube**

Technological Pedagogical Content Knowledge (TPACK) is a framework that combines the three kinds of knowledge needed to use technology effectively in the classroom. There are three knowledge components that comprise TPACK; technology, pedagogy and content (Koehler, Mishra, Akcaoglu, Rosenberg, 2013). It is the interaction between these three areas of knowledge that allow for technology to be used to its best capacity to allow for ideal levels of learning to occur. Introducing technology in the classroom is complex as it is always changing, meaning teacher knowledge and ability to use this medium is always going to change and impact their pedagogy, and in turn their delivery of content knowledge. The TPACK framework is important because it acknowledges this complexity as it identifies a unifying structure that provides guidance and support for technology integration (Koehler, Mishra, Akcaoglu, Rosenberg, 2013). To further understand this framework, the three areas of knowledge need to be further discussed.

Technological Knowledge includes knowing how to use the technology in an educational setting and being able to adapt to new forms of technology. Pedagogical Knowledge is understood as the ‘general purpose’ knowledge that is specific to teaching. It is the skills that teachers develop over time to be able to manage and organize teaching to reach learning goals and specified outcomes (Koehler, Mishra, Akcaoglu, Rosenberg, 2013). Content Knowledge targets the specific content or subject that is being taught. To
bring these three components together, TPACK focuses on how technology can be used to meet pedagogical needs while effectively teaching content (Koehler, Mishra, Akcaoglu, Rosenberg, 2013).

TPACK is a framework that can help educators make the process of navigating YouTube less complicated, and give them a strong foundation for turning YouTube into an effective educational tool. In order to have the most effective integration, all three knowledge bases need to come together. This can be difficult as technology is always changing and there is always something new to learn and master. The choice of technology impacts the pedagogy and impacts the content that is being taught.

mLearning and YouTube

mLearning is a concept that describes the learning that occurs through the use of a small, personal device. It is defined as learning that is personal and connected through the use of a mobile device (Romrell, Kidder, Wood, 2014). Mobile devices are at the center of mLearning, which includes phones, smart phones, tablets and even small laptop computers (Romrell, Kidder, Wood, 2014). With the exception of a desktop computer and smart board, this encompasses most of the technological devices that are found in the 21st century classroom. All of these devices can be used to view YouTube videos for either educational or personal purposes.

The researchers Romrell, Kidder and Wood (2014), present two specific characteristics that define mLearning. The devices used are individualized, meaning they show the students unique choice in device, accessories, applications and even colour and font styles. Secondly, the devices also are connected. This connection is instant and it
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allows the students easy access to the Internet, videos, phone calls, instant messaging and more.

mLearning illustrates the flexible nature of how YouTube can be used in the classroom as it can be accessed through small, mobile devices such as personal smart phones, tablets and small lap top computers. For mLearning to be maximally effective, it is helpful if these devices belong to the students, as they will be more comfortable and fluent in their use. With school boards implementing programs such as Bring Your Own Device (BYOD), students can now use their own smart phones, tablets and laptops in the classroom. YouTube is compatible with any of these devices, making it an accessible tool. YouTube can also be made personal, as students can sign in with their school, or personal, enabled g-mail accounts and they can customize the account to their needs. When using YouTube on a mobile device, it is also connected through Internet or cell phone reception, and videos can be shared amongst users in a variety of ways. YouTube allows the user to share videos through their share function, and allows for users to comment and be a part of an online discussion. Using mobile devices to access YouTube is an example of how mLearning can be achieved.

There some aspects of mLearning that educators need to be conscious of when teaching with such technology. When using YouTube, educators need to be aware of the content that students are accessing on their devices inside the classroom. Since the students are using their own devices, measures need to be put in place to make sure they are using applications appropriately. When connecting online, educators need to make sure all communication is monitored and geared towards content being discussed in class. Using the TPACK framework, as YouTube was not initially created as an educational
tool, educators need to adapt and find ways to safely implement it into their teaching practices.

**Flipped Classroom and YouTube**

**Definition**

Flipped classrooms are an innovative way to incorporate student centered learning and technology. There are varying definitions of what a flipped classroom is. Tucker (2012) states that a flipped classroom is where the common instructional approach is replaced with teacher created videos and interactive lessons. The instruction that once occurred inside the class is now accessed at home prior to class time. The classroom then becomes an environment to work through problems, advance concepts and engage in collaborate learning (Tucker, 2012). All aspects of instruction are rethought to best maximize the teachers, students and parents time. Bishop (2013), has a more simple definition stating that a flipped classroom involves interactive group learning activities that occur inside the classroom with direct computer-based individual instruction occurring outside the classroom (Bishop, 2013). Both definitions include the use of technology through the use of a computer or instructor videos that are accessed at home and using class time for collaborative learning. In this research study, a non-flipped classroom will be referred to as a traditional classroom.

The literature describes different types of flipped classrooms. Some flip an entire class, meaning all lessons and activities are flipped, and others it is certain subjects or lessons that are flipped. This depends on the educator’s preferences, the technological resources available and the student’s adaptability. A common theme found in the flipped
classroom is instructor created video, and tool that can be used to share these videos is YouTube.

Case study research by Herreid and Schiller (2013), titled ‘Case Studies and the Flipped Classroom’, argues that flipped classroom have become more attractive to educators because of the availability of Internet resource, specifically video. The researchers previously surveyed 15,000 members of the National Centre for Case Study Teaching in Science to determine if teachers were using flipped classroom structures to support their Case Study-based science teaching. The results of this survey showed that the most common approach in a flipped classroom was for teachers to assign an introductory video the night before class on YouTube for students to view. The students were given a set of questions to answer before class, then after class a second video or podcast was assigned with more information to consolidate the class (Herreid and Schiller, 2013). These findings show how YouTube can be used in a flipped classroom with teachers providing the students with videos to watch as a way to learn. It is unclear from the research if the teachers are producing these videos themselves or if they are searching and sharing someone else’s content. This article indicated that students prefer watching video to reading printed materials when it came to preparing at home for class (Herreid and Schiller, 2013), showing the value that video has as a learning tool. This research study looks to understand this value and aims to identify strategies and make recommendations to maximize the power that video has in the classroom. The researchers conclude their article by saying that flipped classrooms that use videos to engage and focus the students offer a new model of teaching as it combines active, student-centered learning with content that can be applied to solve real-world problems.
Another research study by Johnson (2013) provides a further in-depth look of the use of video to achieve learning outcomes by looking at the perceptions students have on the flipped classrooms. Johnson (2013), is a high school math teacher who uses YouTube to host self made video content that is shared with the students. The researchers main reason for using a flipped classroom is to create an environment that involves self-paced mastery learning. Mastery learning is an approach to learning that requires students to reach a particular level- say 80% of competence on each stage of the learning process before moving onto the next (Kulik, Kulik, & Bangert-Drowns, 1990). Using video and social media (YouTube), has allowed the researcher greater opportunities to meet the needs of his students. One of these advantages is pace, as students can pause, rewind and fast forward videos as needed. Flexibility allows for the students to access their learning when they want to and work it around their busy schedules, because the videos are Internet based and thus always available. The communication aspect of YouTube is another reason why Johnson (2013), chooses to use YouTube as it allows for the teachers and students to interact through discussion and activities.

To gain an understanding of the students perception of the flipped classroom, Johnson conducted a survey. The survey was conducted in three high school math classrooms that were flipped. The survey aimed to assess the role of social media, educational technology, mastery learning and self paced learning in flipped classrooms. Results show that 84% of the students agreed that a flipped classroom is more engaging than a traditional classroom. Additionally, 84% of the students stated that they regularly watched the assigned video, 57% of the students agreed that they like watching the video and 29% were neutral, meaning students generally like watching the lessons through a video. Finally, 70% of the students disagreed when asked ‘I would rather watch a
traditional teacher led lesson’. Overall, there is a positive outcome regarding student perceptions of the flipped classroom.

Johnson (2013) discussed some of the disadvantages that were highlighted by the survey. Of the students surveyed, some mentioned that they had a hard time self-pacing if they fell behind, or they had a hard time motivating themselves to stay on task (Johnson, 2013). This was attributed to the many distractions on the Internet and on YouTube. Some students mentioned they did not like that they could not ask questions during the lesson, and some found the videos boring.

This study cites three major findings. Students in a flipped classroom were doing less homework than in a traditional classroom, students enjoyed learning in a flipped classroom and students benefitted from watching video recorded lessons that were shared on YouTube (Johnson, 2013). Students mentioned that they benefited from watching the video when it suited their schedule, they appreciated that they could pause, rewind or fast-forwarded when needed. This study shows that instructional video in education can be an effective alternative to traditional lecture. It demonstrates the role that YouTube plays in a flipped classroom, which aligns with Herreid and Schiller (2013) findings.

It is clear from the literature that YouTube plays an important role in the flipped classroom. This research study aims to look at both the traditional and flipped classroom to understand the educator’s technological knowledge and pedagogical knowledge to deliver content knowledge when YouTube is used.

**YouTube and the Traditional Classroom**

In Wu and Chen (2013)’s case study titled ‘Elementary School teachers Use of Instructional Material On The Web’, the researchers sought to answer ‘how do school
teachers navigate online instructional materials?’ Their research is relatively current, which is essential as technology is constantly changing and becomes obsolete in a few years, outdating the research. Their finding showed that all teachers used the Internet before designing their instructional activities. The teachers have two main reasons for using the Internet, one being to refer to other teacher’s materials and the other is to obtain up-to-date information materials such as photos and videos (Chen and Wu, 2008). These findings indicate that videos are very popular for teachers when they are planning for their lessons. Chen and Wu (2013) reveal that the participants thought it was necessary to have ‘true life information’ such as videos because it stimulates the classroom and it makes it more interesting (Chen and Wu, 2008). Half of the teachers interviewed stated that they spend less than one hour searching the Internet and that if they cannot find what they were looking for in 10 minutes they turn to other sources. One participant specifically stated that it takes too long to search through results to find good materials (Chen and Wu, 2008). This demonstrates that there is a need for teachers to have better indexing and archives of such resources. It also shows that video materials are a popular element of teacher planning. Video sharing websites, specifically YouTube, have features that can be used to make this process easier.

A research based study by Krauskopf and Zahn (2012) investigated pedagogical knowledge among German pre-service teachers in relation to their mental models of YouTube and how it affects lesson planning. Their main research question was ‘how can teachers overcome the sub-optimal pedagogical practices for video usage and support learning instead?’ They state that teachers construct or activate mental models of video technology, which become an important factor in their cognition for planning the use of video in class. Krauskopf and Zahn (2012) describe mental models as representations of
situations and interrelations that people construct based on their prior knowledge and beliefs (Krauskopf and Zahn, 2012). The researchers reference TPACK and integrating these three aspects of professional knowledge assist the complex task of teaching content with technology (Krauskopf and Zahn, 2012). To further understand the problem they administered a questionnaire online to a forum of 60 pre-service teachers in Germany, asking them about their intended uses for YouTube in the classroom, barriers they have encountered and how they integrated YouTube into their lesson plans. The results showed that the intended uses of YouTube in the classroom were for teacher presentation, information repository and content elaboration (Krauskopf and Zahn, 2012). The survey also revealed that in the teachers focused on YouTube as a visual medium and a searchable database (Krauskopf and Zahn, 2012). There is a need to further understand YouTube as a searchable database and how it is facilitated in the classroom and how teachers monitor the use of such database. The survey results also showed several barriers including technological equipment in the school, YouTube reliability, support from the school, deficits in the usability of YouTube, classroom management, and contradictions to their own pedagogical orientation (Krauskopf and Zahn, 2012). These results are consistent with the goals of this research study in wanting to more deeply understand these barriers, specifically the usability of YouTube, classroom management and contradictions with teachers’ own pedagogical orientation.

**Strategies for Using YouTube**

The existing literature provides in sight for ways to optimize the use of YouTube as an educational tool in the classroom. Bonk (2008) conducted a survey of over 1000 participants and found that short videos between one and four minutes area ideal when
used for teaching purposes. Bonk found that videos that are informative, humorous, current, interesting and engaging are most preferred by students (Bonk, 2008). The survey revealed that most people do not create videos or comment on YouTube videos, but they do watch and share them on a regular basis. Bonk (2008) recommends that instructors choose a video based on its instructional value, not simply due to its humorous content. A few drawbacks were mentioned, specifically regarding the technical side of showing a YouTube video. When using YouTube, some problems may not be evident until the time comes to play the video such as the video being taken down without any notice or network settings such as firewalls that restrict the video from being played in a certain location (Bonk, 2008). It is recommended educators have a back up plan, including downloading or converting the video to be played without Internet access (Bonk, 2008). Copyright and online content protocols can be elaborate, confusing and difficult to understand as they differ from each school board. It is important for educators to be informed about these policies and how they need to be aware of their actions. This study provides practical insight and strategies for using YouTube for instructional purposes.

The article ‘Engaging the YouTube Google-Eyed Generation: Strategies for using Web 2.0 in Teaching and Learning’ by Duffy (2007), provides several strategies for using video technology in the classroom. The main idea was that video learning should not be passive, rather it needs to have a purpose. Several guidelines were developed to promote active viewing and maximize student learning. Duffy (2007) recommends that videos be played in short segments, allowing students to ask questions or to think critically about the content they just viewed. Students should also be encouraged to take notes while watching videos. Videos are ideal for developing note taking skills, which can be done by
taking notes on the first viewing and then replaying and checking the notes (Duffy, 2007). Utilizing the ‘pause’ function on video is a great way to allow the students to predict what might happen or to recall the information from the video. Another strategy that Duffy (2007), suggested is playing the video with the sound off, this allows the students to focus on the visuals of the video and for the instructor to narrate. Lastly, it is vital for the students to be given responsibility when viewing a video. The instructor needs to introduce the video with a question or instructions, such as telling the students to look for unfamiliar vocabulary. The video should also have an activity to go along with it to make the content more clear and meaningful (Duffy, 2007). This keeps the students on task and it aims to reach the learning goals and objectives of the lesson. Instructors should also follow up after the video is done with questioning. Duffy (2007) offers practical advice and strategies for using video technology in the classroom, all of which can be implemented when using YouTube.

An article by Jones and Cuthrell (2011) titled ‘YouTube: Educational Potentials and Pitfalls’ is a literature review that discusses the potential and the challenges of using YouTube in the classroom. The researchers offer several suggestions for overcoming these challenges. The researchers state that YouTube has the potential to be used for more non-traditional subjects, such as math, to enhance student learning in an innovative way (Cuthrell and Jones, 2011). The researchers highlighted that YouTube has the potential to introduce new concepts, disseminate information and close lessons (Cuthrell and Jones, 2011). Some of the pitfalls the researchers found include the need for teachers to be cautious when selecting materials to ensure they are credible, accurate and meaningfully support their teaching content (Cuthrell and Jones, 2011). This relates to educators abilities to utilize this resource effectively, which includes selecting suitable
material to present to the class. Another challenge of YouTube presented by the researchers is that it can sometimes be unreliable as videos may be taken down or are difficult to find (Cuthrell and Jones, 2011). This relates to Bonk (2008)’s point about always having a back up plan, in case the video is no longer available when the lesson beings. Thus, YouTube can serve educators and assist with limiting such pitfalls, by providing tools that allow teachers to assign videos to an accessible playlist and utilizing subscriptions to insure that a quality video is always accessible.

**Important Definitions**

The following is a list of definitions that can be used by the reader to clarify their understanding of YouTube. These definitions will be referenced throughout this research study.

a. **YouTube Account**: With an account, users can comment on videos, subscribe to channels and create playlists to organize their favourite videos. If an individual has a Google account they will have a YouTube account.

b. **Subscriptions**: This feature allows an individual who is signed in to their YouTube account to customize their homepage with content they wish to see (Google Support, 2015). By subscribing to channels, it allows the viewer to see the new content when it is uploaded, which will appear on the subscription feed on the homepage.

c. **Channel**: A YouTube channel is a homepage for an account. All YouTube accounts have a channel page that shows the account name, type of account, all videos uploaded and any information that has been entered by the user (Google...
Channels can be customized with banners and colours, and they also display playlists and activity logs.

d. Playlists: Playlists are a feature offered by YouTube that allows videos to be collected and organized together to be watched whenever the user wants (Google Support, 2015). The user can create playlists, title them and then add videos to the playlist. Standard playlists are available for all users including a ‘favourite’ playlist and a ‘watch later’ playlist.

Summary of the Literature Review

The goal of this qualitative research study is it to understand the capabilities of educators and the strategies used when implementing video technology in the classroom. The overarching research question is ‘How are educators integrating YouTube into the classroom?’ In order to do so, there are several supporting questions that need to be addressed:

a. What features currently offered by YouTube, such as playlists and subscriptions, do middle school educators report using?

b. Does the use of YouTube differ from a traditional to a flipped classroom?

c. Do middle school educators produce their own video content to be used in the classroom?

d. How do middle school educators describe their students level of engagement with content when YouTube is used?

e. What strategies do middle school educators implement to ensure YouTube is used effectively and appropriately?
There is an abundance of literature supporting this topic, mostly written by academics. There does appear to be more research dedicated to strategies and best practices when using YouTube in the classroom and only little research to date that is teacher based and summarizes findings and recommendations regarding their teaching practices. This an area that my research study can contribute to literature as it aims to understand strategies, experiences and recommendations presented by practicing teachers who currently use YouTube in their pedagogy. This study also looks at a traditional classroom compared to a flipped classroom to uncover any differences between teacher practices and if the effectiveness of YouTube changes between the two classroom models.
Chapter 3: METHODOLOGY

Procedure of Data Collection and Analysis

Data Collection

This research project is based on an analysis of preexisting literature and qualitative data that was gathered through interviews with three participants. This approach to inquiry is strictly qualitative, focusing on the literature and participant’s perspectives and experiences (Creswell, 2007). To further explore the main research question, research based literature including books and peer-reviewed journals were reviewed. Upon reading the literature, several themes became apparent regarding the use of YouTube as an educational tool in the classroom. This method of data collection provided an in depth understanding of the different frameworks, methods, and pedagogy regarding this topic.

Two face-to-face interviews were conducted and one interview was conducted through e-mail correspondence. All three participants were asked the same questions, which were a mixture of open and closed ended questions. The interviews ranged between 30 and 40 minutes in length, and occurred in the participant’s natural setting in their classroom. The interviews were very informal, and encouraged the participant to voice their experiences and share their stories. This was done to minimize the power relationship between the researcher and the participant (Creswell, 2007), which is an important aspect of qualitative research. The data collected through participant interviews was transcribed, coded and categorized. This process allowed for themes to emerge that formed the major findings of this research project.
**Instruments of Data Collection**

**Interviews**

Data was collected through informal interviews held between the researcher and the three participants. Interviewing was chosen as an instrument of data collection as it allows one to understand the lived experiences of other people and the meaning they make of that experience (Kvale and Brinkmann, 2009). Three participants were selected who were willing to share their lived experiences of using YouTube in their teaching practices. The interviews were informal, yet there was still structure. A mixture of open ended and closed ended questions were asked to create a structure that allowed for both the participant and the researcher to maintain a sense of focus and logic. This was also done intentionally to create a balance between providing enough openness for the participant to share their experiences and enough structure to allow for the interview to flow and achieve the desired data collection (Kvale and Brinkmann, 2009). There were times where the participant would share information that elicited more questioning, but the focus was always brought back to the interview questions by the researcher.

An example of an opened question asked was ‘Why do you choose to use YouTube’. This question allowed for the participant to share their thoughts and reasoning as to why they use YouTube in their teaching over other types of video sharing methods. In all instances, it allowed for the participant to express why they liked YouTube, how it enhanced their teaching and to provide strategies they found useful.

A closed ended question that was asked was ‘What features offered by YouTube do you use? (playlist, subscriptions, channels, uploads, ect)’. With this question, it was important to offer examples to choose from to draw attention to the different features that the participants may not be aware they are using. This was done intentionally to collect
specific information regarding the usage of these features. By offering a list of potential features that they might use, it made the participants reflect on how they use the website in a way they have not had to before, making them conscious of their actions.

Another example of a closed ended interview question asked was ‘Have you incorporated a flipped classroom model before- Yes or No?’ This question was asked to see if the participants were aware of what a flipped classroom is and if it is something they practice in their classrooms. A series of questions were then asked based on the participants answer, Yes or No. It is important to always have follow up questions when asking a closed ended Yes or No question, to allow for a more in-depth discussion and for the researcher to control the flow of the interview to collect the desired information. A complete list of interview question is available in Appendix A.

Issues

An important aspect of informal interviews is to be prepared to reduce the margin of error. The researcher must anticipate that issues with data collection will occur (Creswell, 2007), and be prepared with alternatives. For qualitative interviews, a back up recording device was essential. An iPhone was used as the primary data recording device and an iPad was used as a back up, to reduce the margin of error. While interviewing the second participant, an error occurred and the recording on the iPhone failed so the recording on the iPad was used to transcribe the data.

Another issue to anticipate is the possibility of the participant stopping the interview. Since the interviews took place in the participant’s natural setting, in their classroom, there was a possibility that the participant would need to leave the interview and attend to a school related matter. In this case, all of the participants were able to
complete the interview, but had they needed to end the interview early, a follow up e-mail correspondence would have collected any remaining data. There were no issues with collecting insufficient data as all participants were very open to sharing their experiences, which created a comfortable, conversational interview for both the researcher and participant.

**Participants**

Purposeful selection was used to select participants to contribute to this research study. Participants were chose based on their understanding of the research problem and their ability to contribute to the study (Creswell, 2007). Three participants were chosen, all with very different backgrounds and experiences. One participant currently implements a flipped classroom model and two participants are not currently using a flipped classroom model. This was intentional, to allow for a comparison between the two classrooms regarding how YouTube is used. The common characteristic between the participants is that they have all been teaching less than 7 years. Two participants teach in High School and one participant teaches in an elementary school. It was important for data collection that there be a variety of grades represented. Participants were specifically chosen who have always used technology in their teaching practices and pedagogy. A second common characteristic between participants is they all had access to technology resources, even though they are all from different school boards with different policies, which was intentional.

Participant 1 – Emily
The first participant interviewed, Emily, is a high school Science teacher. She has taught all Science subjects from grades nine to twelve and is currently teaching grade nine academic Science. Emily has four years of teaching experience, all of which have occurred in the Avon Maitland District School Board. The participant was contacted through e-mail communication and a face-to-face interview was conducted.

Participant 2- Jennifer

The second interview took place with Jennifer, a high school accounting and business teacher working in a high needs school in the Peel District School Board. Jennifer has been teaching for seven years and had a previous career before deciding to become a teacher. Jennifer was selected to be a candidate because she uses a flipped classroom model to teach. She still uses a traditional classroom to teach grade 11 and 12 business, meaning she was able to provide hands on experience on the differences between the two styles of teaching. The participant was contacted through e-mail communication after reading about her flipped classroom in an Ontario College of Teachers publication. An informal face-to-face interview was conducted in the participants natural setting.

Participant 3- Denise

The last participant to be interviewed was Denise, a supply teacher working in the Thames Valley District School Board. Denise has been working as a supply teacher for two years working with the primary/ junior grades. Since the first two participants teach High School, it was important to have a participant working with younger students, allowing the research to span all grades. Denise was selected to be a participant based on
the transient nature of being a supply teacher and the lack of resources and support the role is typically given. The interview was done through e-mail correspondence.

**Data Collection and Analysis**

Data analysis occurred once participant interview were complete. The two audio files and e-mail correspondence were transcribed and coded. An in-depth analysis began by transcribing the interview to create a rough draft of codes. The codes were compared and a process of elimination occurred to create codes that best represented the data. Once a set of codes was created they were applied to the transcriptions by inserting them in bold lettering and underlining the sections of the interview that the codes applied to. This allowed for the researcher to read through the transcription and seamlessly incorporate the codes. After all interviews were transcribed and coded, the data from all three participants was amalgamated together under each code. This created one large data file of information separated into 7 codes, allowing for the main themes of the findings to emerge. The codes were then analyzed to decide how the findings were to be presented. Some codes were deleted and others were further sub categorized to create precise findings. This method of data analysis allowed for a comparison between the participants data to occur, which made the process of finding themes and discovering key findings easier. The data from all three participants in each code was analyzed and sorted allowing for strategies, experiences and important quotes to emerge to be used to support the findings of Chapter 4.

**Ethical Review Procedures**
The ethical review procedures followed were that of the Masters of Teaching program at OISE/UT. All participants were originally contacted through e-mail, where a brief description of the research and the interview process was given. Once the participant agreed an interview was set up. A Letter of Consent, available in Appendix B, was provided that detailed the research study, the data collection process, how the data will be used and the importance of confidentiality. Each participant signed the letter and a copy was provided. The participant who was interviewed through e-mail was given an electronic copy of the consent letter.

All interviews were professionally conducted and any questions asked by the participant were answered. Transparency was important to make sure all participants felt comfortable. Participants were offered a copy of the transcript and a final copy of the research project for them to read upon completion.

There was one instance when a reminder was given that students could not be interviewed for the research project. Jennifer offered to go and ask her students, who were working in the room next door, if they felt they learned better in a flipped classroom. It was simply stated to the participant that students could not be directly asked any questions to avoid the possibility of violating any ethics protocol.

**Limitations**

A limitation of this research study is the small sample size, which is due to time constraints, lack of funding and ethical procedures. This limitation is due to the nature of the type of research that is being conducted and is not in control of the researchers. A more specific limitation regarding the participants is the resources available to them. Since all three participants work in different school boards, there are different board wide
policies regarding technology resource funding. The participants have little control over resource allocation, which can impact their pedagogy and lived experiences in the classroom. A final limitation of this research study is how quickly technology changes, specifically how often the functionality of a website changes. This research study focuses on YouTube, which is constantly influx, impacting the experiences of the participants and the validity of the data collected.
Chapter 4: FINDINGS

Introduction of Findings

The findings of my research regarding the use of YouTube in the classroom have been organized into five themes that emerged through the process of participant interviews, coding and thorough analysis of the data. My findings provide insight to my research question ‘How are educators integrating YouTube into the classroom?’ revealing many practical strategies illustrating how educators view and utilize the video sharing platform. This chapter will detail the five themes, highlight what was surprising, the kinds of strategies that teachers identified as effective for each topic and how the themes relate to the literature discussed in chapter two. The five themes for discussion are;

Knowledge and Use of YouTube Features

Ability to Create Video Content

The Flipped Classroom and YouTube

YouTube and Classroom Management

Resources Related to Using YouTube

Several terms that have been defined in Chapter 1 will be used in this chapter. These terms include YouTube, YouTube account, subscriptions, channels, playlists, flipped classroom, traditional classroom and mLearning.
Theme I: Knowledge and Use of YouTube Features

The most surprising outcome was how little awareness the participants had about the range of features available on the website. Every participant had to ask me to clarify the nature of particular features because they were unsure. Overall it became clear that no participants utilized subscriptions, meaning they did not regularly follow any video postings from one specific individual or channel. There seemed to be little identification with subscriptions or awareness of how subscriptions might present content to the user in a convenient way. There was also no recognition of what channels were, nor an awareness of the idea that individuals upload content on a regular basis to their channel pages, which is actually the structural foundation of YouTube.

Playlists were the most commonly used feature, as both Emily and Jennifer reported creating playlists to allow for easy access to videos they wish to show their students. Emily suggested that the reason why she made a YouTube account, specifically with her work e-mail, was so make playlists;

‘I made a professional one with my teaching e-mail on it... with that purpose I just kind of save stuff to my favourites (playlist)... sometimes when you teach the same course you like the same videos so you don’t always have to search for it’.
Jennifer presented similar reasoning for why she used playlists. In her case she has been using a flipped classroom and she wanted to have a way to organize her content ‘I have started to build playlists... I have set them up on a playlist because I felt like I wanted to be more organized’. Both Emily and Jennifer utilize this function to help them keep organized and easily find videos they want to watch. This shows the potential YouTube has to help educators, and that YouTube features can be useful. This aligns with views expressed in the research, for example, as Duffy (2007) noted, educators need to shift from treating video sharing websites as ‘virtual libraries’ to a space of socializing, commenting, creating and collaboration’. From my research study, there still seems to be a conceptualization of YouTube as simply a ‘virtual library’, and not as a more sophisticated and extensive platform to engage students and work collaboratively with students and other educators.

Interestingly, collaboration is not always perceived positively by teachers. Jennifer, for example, had an experience in her Flipped Classroom where she felt it necessary to turn the comment feature off her videos as she felt those comments were becoming a source of conversation that she no longer could control. Since other teachers had began to use her videos she began to have other students start conversations in the comment section of her videos. She explains her shutting down of the comment function by saying ‘I turned off my comments... I was like okay enough is enough... I don’t think it was my students. A lot of other teachers use my videos.’ In this instance, she had a negative experience with the feature when her videos were being used by other teachers for their flipped classroom activities. This offered a pathway for students from other classes to leave unmonitored comments on her videos. Fortunately YouTube allows the
owner of the video to turn specific features off, in this case comments, which helps regulate the feedback and mitigate any potential instances of negative or derogatory conversations. This shows that one needs to be careful when treating YouTube as a social platform. Duffy (2007) explains, because these online spaces offer a location for student discussion, teachers feel the need to regulate its use to ensure it is a safe space for students. Not all educators understand the affordances of the platform, and it needs to be understood more comprehensively for social media to be used productively in the classroom.

The major finding regarding educators knowledge and use of YouTube features is that they are using minimal functionality mainly for organizational and convenience purposes. In all instances all participants asked what was meant by ‘use of features’, showing they are not aware of how they are actually using the website and what features might actually be available. In this case, two of the participants reported using playlists, which are the most easily accessible feature that educators would find helpful. The use of features ranged from most to least with Jennifer using the most features, mostly due to her use of a flipped classroom strategy, to Denise who does not use any of the features, which is consistent with the occasional nature of her teaching.

**Theme II: Ability To Create Video Content**

The ability of the participants to create their own educational video content varied greatly. Of the three participants, Jennifer was the only one who made her own videos for educational purposes, which she requires her students to watch as part of her flipped classroom. Emily states that she does have the knowledge and tools to create educational
videos, but chooses not to at this time. Denise however does not currently have the knowledge or tools to create her own video content. Although all participants have a different experience when it comes to creating video content for educational purposes, all cite time as the biggest issue that deters them from creating videos. Increased professional development and resources were also stated as factors that would help with making video content.

Emily, who does not create or upload educational videos to YouTube, reported being comfortable enough with the tools and knowledge she possesses to make her own videos. Her biggest deterring factor was limitations in available school funding. She said, ‘I would like to do more but our school just does not have a lot of funding, we have to get a lot of permission to get stuff.’ While she is willing and able to create videos for her students, the added steps necessary to ask for resources, and the lack of available resources for this kind of expense has influenced her decision not to utilize her knowledge and capabilities and produce video content for her students to watch.

When Denise was asked if she would ever consider making her own videos to upload to YouTube, she explained ‘I do not have the knowledge to make my own content at this time. I think I would be able to figure it out, but it would take a very long time.’ Here Denise recognizes the time involved in recording, editing, uploading and monitoring videos. This is not very surprising as Denise is an occasional teacher, meaning the resources and professional development available to her are minimal. Denise also has to comply with the decisions of the homeroom teacher she is covering for. She explains this by saying ‘I also often have other lessons that are already planned for me. I think I would be more inclined to consider the idea once I have my own classroom.’
Although it is not something she is currently doing, she is open to the idea in the future when she has more control over her class and more time to learn how to make videos. This also shows the importance of needing to have technological knowledge, in relation to pedagogical and content knowledge, in order to allow for ideal levels of leaning to occur (Koehler, Mishra, Akcaoglu, Rosenberg, 2013). In this case, Denise does not have the technological knowledge needed to develop her own video content at this time, which is consistent with the TPACK framework as some technical knowledge and experience is necessary to developing integration between technological knowledge and pedagogical or content knowledge.

The main constraint on Jennifer using a flipped structure for all her teaching is the time and knowledge it takes to create video content. When asked if she flipped her classroom all at once or gradually over time Jennifer responded, “all at once. So I flipped my grade eleven class first. I had some time, I worked on the videos over the summer months”. Her strategy was to utilize her time off in the summer to make videos. When she first showed her students these videos, many of her students enjoyed her flipped class so much that they asked her to flip another class, to which she reluctantly agreed, because she knew the amount of time and effort it would take;

‘I did it but that was really hard because now I’m making videos like almost every night before a lesson it takes a lot of time. It takes a good couple of hours. I seldom make a ten minute or fifteen minute video; it would take me an hour and a half for sure.’
This shows how extensive the time commitment is when it comes to creating video content. It involves not just making the initial videos, but also the time needed for upkeep as well. One issue Jennifer reported was needing to correct mistakes she made in her videos. She simply does not have the time to go back and fix these mistakes and subsequently re-edit and re-upload videos. Even though some educators may choose only to flip some lessons or make some videos here and there, it still involves taking time to learn how to use the technology effectively. Again, this relates to the TPACK framework and the importance of developing technological knowledge. It is important to include the aspect of time when referring to technological knowledge, because to become comfortable enough with technology in order to teach effectively, takes time and practice to reach the necessary level of competence.

The main difference between Jennifer and the other two participants is the amount of resources she has available to her. Most of these resources came from her own initiatives lobbying for funding, or were purchased with her own money. These resources include a full Mac computer lab, a class set of Google Chrome Books and video editing software such as ‘Camtasis’. Although she has all these resources available to her to support her Flipped Classroom and the ability to create educational video content, Jennifer has often had to rely on students to assist her with using the technology. In her opinion, many teachers are reluctant to learn how to use such technology due to the perceived learning curve of operating such technology in a way that is comfortable to them.
'For teachers who haven’t used it I think some support training. Because a lot of teachers are afraid of trying things and students know way more... someone figures it out I’m like that’s awesome, thank you. Because I would never have been able to. So teachers are afraid to do that sometimes.’

Although Jennifer has taken the time and energy to teach herself how to create video content for her flipped classrooms, sometimes the learning curve can be difficult and she needs to rely on her students for added support. It is perhaps surprising that an educator who has the drive to learn how to make video content and has the resources to do so, still finds it difficult to operate such technology. The TPACK framework argues that content, pedagogical and technological knowledge are of equal importance, but in this research, it seems as though the need for technological knowledge outweighs pedagogical and content knowledge when it comes to the complex nature of teaching with technology. We know from the research that the interaction between these three areas of knowledge is essential for technology to be used to its best capacity to allow for idea levels of learning (Koehler, Mishra, Akcaoglu, Rosenberg, 2013), but in this case, no participant acknowledge content or pedagogical knowledge as being either a deterring or determining factor when using technology. All three participants were able to assess their own levels of knowledge regarding technology and how it has impacted their decisions regarding video content, and did not focus on content or pedagogical knowledge. No participant mentioned that they did not know how to teach with technology or what to teach. This simply highlights that in this research, the balance advocated by the TPACK model seems not to be present and at these earlier levels of familiarity with teaching with technology, these educators place more emphasis on technological knowledge.
Theme III: The Flipped Classroom and YouTube

Another surprising finding of this research study was how YouTube is viewed and utilized in a flipped classroom compared to a traditional classroom. There is a distinct difference between all three participants and their view on the flipped classroom model and their experiences with them. Denise does not view flipped classrooms as a useful educational strategy, Emily has flipped some of her lessons but only with certain academic levels and Denise has flipped two out of her three classes and views the model favourably, claiming to see noticeable improvements in her students’ success.

Denise cites many different reasons for why she does not think flipped classrooms would work well for her students. She has never had the chance to utilize this teaching method with her occasional work and does not think it would be beneficial for the students. She offers numerous reasons for this position; that it is not guaranteed that students will watch or learn from the videos, that they are not able to have their questions asked while watching the videos outside of class and cannot rely on their family to answer them, that there is the possibility of technology failing and finally, that some of the resources needed to access the videos are not available to all families. While she has a fairly negative stance on flipped classrooms, she also is aware that it is a model that works for some educators and that it can be effective. When asked if she thinks YouTube would be an asset in a flipped classroom she stated;

“Yes, I think that the use of YouTube would definitely help. There are some great educational videos on YouTube, and it is a site that many families already know
how to use. It also does not require a password/login to get on it, which is great for easy access.’

Denise brings up some great points in saying that you can use pre existing videos, meaning they do not have to be your own video content that you created and uploaded. She also mentions that many families are familiar with the website and know how to use it, which shows the accessibility the website has in terms of educational use. Since students and families can access the website on a computer, tablet or mobile device, it can aid in the process of flipping a classroom, making it seem more desirable as in this case with Denise.

Emily, like Denise, has not flipped any of her classrooms, but she does choose to flip certain lessons on a semi-regular basis. She states that about once a month she will choose a lesson and have her students either read an article or watch a video at home and be prepared to answer questions and do activities in class. Her method is not exclusive to YouTube videos, rather she chooses to use a variety of information sources. Emily uses the most common approach to flip a classroom, which is described in the literature as assigning an introductory video and questions the night before class and following up in class to consolidate (Herreid and Schiller, 2013). In her experience, flipped classrooms work best with more junior high school grades because as the students get older they have more obligations that deter them from doing added homework.

‘They work all the time. How can you expect a kid to go home, watch the lesson you have made and then be ready to come to class and do the homework. No.
They don’t. So what happens is the kids are like ‘OH, I didn’t do it’ and so they waste time watching the video and that takes almost the whole period.’

It is this reasoning that she uses to justify flipping her academic science classes. Emily stated she would never do a flipped classroom with an applied class. In her experience it is unrealistic to rely on the students to watch a video at home and prepare for class. She has had great success flipping her gr. 10 academic science class stating ‘...They were excited about it... If it’s an academic classroom there like oh, homework! Yes!’ The differing attitudes about homework is unsurprising, but it does show that you need to know your student’s capabilities, interests and obligations outside of school when choosing to incorporate such a model in the classroom.

Jennifer has had a similar, but slightly different experience than Emily with her students completing the work at home. She has flipped both her university/college level accounting and business classes, and reports having a positive response.

‘The kids who would typically have got, who do well, they’re going to do well no matter what. The kids in the middle, I think they’re doing a little better because they can re-watch it and the ones, it’s the ones that are going to fail, who I think, are really impacted because I’m in their face more and kind of forcing them to. I’m in their business.’

Thus, the teachers see a range in the students and their commitment to watching the videos. The most academically inclined students are going to succeed, regardless of whether it is a flipped classroom or not, which is similar to Emily’s experience when flipping her academic classes. The most interesting finding is the ability for students to
re-watch videos and learn at their own pace. This shows that video watching and being able to access educational videos at home via YouTube can help a student achieve higher success. Being able to pause videos and watch at their own desired pace relates to the literature by Johnson (2013), who found that his students appreciated that they could pause, rewind or fast-forward videos when needed, taking control and customizing their pace of learning.

In Jennifer’s experience, those students who are not as academically inclined are more likely to succeed because the teacher made more class time available to focus on the students learning needs and assess if they have watched the video and learned the content. If some students are going to improve, even if it’s a small improvement, by watching content found on YouTube, it shows the potential YouTube has as an educational tool to help students reach higher levels of success.

Both Jennifer and Emily cite instances of students not watching the videos. However, Jennifer has more resources and can provide more alternatives for students. For example, Jennifer states that most of her students do watch the videos, and for those who do not she always offers them the alternative such as watching them in her computer lab during lunch or after school. In these instances most students do not take this option and find somewhere else to view the video. Jennifer finds that because of the increase in students owning cell phones, they are less likely to be unable to access the videos. She has found that the students would much rather find the time to watch the video on their mobile device outside of school than give up their lunch or after school time to watch the video in the computer lab or classroom. Here we have evidence of the benefits of m-Learning occurring, which aligns with the literature. Since personal devices are portable,
they can be taken outside of the classroom and information can be accessed at anytime. The ability for personal devices to be instantly connected allows for the students to access the videos and for a community of learners to occur (Romrell, Kidder and Wood, 2014). There is evidence of a community of learners happening with Jennifer’s students, either in class when they are engaging in the content together or outside of class in the form of an online community. They are accessing the same content through the same website and creating discussion amongst each other and the teacher online. mLearning is evident when Jennifer’s students access her videos outside of the classroom, which shows how important this style of learning is to a flipped classroom and the current generation of students.

The most surprising finding regarding the use of YouTube in the classroom was how it differed between a flipped classroom and a traditional classroom. Both Emily and Denise report using YouTube on a regular basis as part of a lesson. Jennifer does not report using YouTube in the classroom, and when asked how often she used YouTube in class she stated;

‘I would say very rarely actually because they’re supposed to... access my YouTube account and watch the content outside of class and then they come in. So daily the students are accessing it but in the classroom one or two kids are going to watch the video they didn’t watch when they were supposed to.

In Jennifer’s classroom the students are strictly working on activities and problems related to her videos, they are not watching subsequent videos in class time. The only time a video is watched is when a student missed the lesson and needs to catch up. This
finding shows the difference in pedagogy between how YouTube is used in a traditional classroom versus a flipped classroom. This differs from the findings that Herreid and Schiller (2013) describe in their survey of 15,000 teachers where they found that the most common approach to flipping a classroom was to assign an introductory video the night before class on YouTube and then follow up in class with a set of questions and another video to consolidate with more information. Jennifer does not follow up with videos in her class, it is strictly activity focused.

The second biggest difference between a flipped classroom and a traditional classroom among the teachers in my study was the types of videos watched. Emily and Denise accessed other people’s content on YouTube, specifically looking for videos that were professionally made and were short and concise. Jennifer believes that the teacher has to be the one in the video, opposed to someone the students do not know. She explains this by saying ‘I do feel to build a relationship with your students it should be your own content...your face has to be in it.’ Jennifer personally makes her own videos, and differ greatly from the videos Emily and Denise choose to use in their traditional classrooms. This finding shows that there are multiple uses for YouTube in the classroom and that it differs between a flipped and traditional classroom. Nowhere in the literature did it indicate that for a flipped classroom to work best and to make meaningful relationships with your students that the videos watched need to strictly be that of the teacher. There appears to be a gap in the literature surrounding this topic, but here Jennifer highlights that it is important to consider the relationship with your students when choosing the types of videos to show them for learning purposes.
Theme IV: YouTube and Classroom Management

Two key findings have emerged regarding classroom management and watching YouTube video content. There were two opposite findings regarding Emily and Denise. In Emily’s teaching, she often finds that she has to further monitor her students and control over excitement when watching YouTube videos, while Denise finds that watching YouTube helps keep her students more engaged in the lessons. The two different experiences are likely related to the age group of students as Emily works with high school students and Denise works elementary students. In Jennifer’s experience of flipping a classroom, she has noticed a considerable change in how she has to manage her class and she highlights one of her key strategies to keeping students on task.

As an occasional teacher, classroom management is essential to Denise and how she keeps her students on task during lessons. In her experience, classroom management is reduced when using technology as it engages the students.

‘Classroom management is less of a problem because technology often engages students, regardless of what it is. This is not to say for every class, but with my experience in watching movies, going to websites or even listening to the radio with students, they often become more engaged, meaning less loud and more focused.’

This finding is not specific to YouTube, but Denise does focus on the benefit of technology, including watching movies that can be done through YouTube, to keep students quiet and focused. One of Denise’s main strategies is to use YouTube during down time, classroom transitions or lunchtime to keep the students focused by using
educational video content. Specifically, she has found that showing clips of insect videos keeps her students interested in something that is curriculum related. When choosing videos to watch, Denise chooses professionally made videos that are short in length. This relates to Bonk (2008), who surveyed over 1000 participants to discover that videos between one and four minutes are mostly commonly used when teaching. During lunchtime she chooses to use less curriculum related videos such as ‘Phineas and Ferb’ episodes she finds on YouTube for free. Although Bonk (2008) suggests that videos need to have a purpose, he does not specifically state that it has to have a curriculum-connected purpose. Managing students and keeping the occupied by allowing them to watch a cartoon during lunch time shows that YouTube video content can be multi-functional.

Emily’s experience differs as she teaches intermediate students who are familiar with YouTube and the videos it has to offer, which can often create more classroom management problems. Emily still chooses to use YouTube, stating ‘Sometimes it’s nice someone else talking instead of me... it’s someone else on the screen.’ YouTube allows for the content to be presented in a different way, which is a determining factor of why Emily chooses to use the platform, even though her students need monitoring. Most of Emily’s classroom management involves managing student excitement and engagement when watching videos on YouTube. Although she always chooses videos that are related to curriculum content, she does have to ensure students are paying attention;

‘It always has to be related and we always talk about it afterwards so they are engaged. They have actually watched the video and I’m watching them to make sure that they’re not like, on their phones or anything like that.’
Discussing the video afterwards is an effective strategy Emily uses with her students to ensure they watch and understand the video. Emily is actively using strategies to help her students maximize their learning potential from watching videos. Duffy (2007) highlights many strategies in his article, including post video questioning to promote active viewing and maximize student learning. Duffy (2007) also mentions pausing the video to allow students to ask questions or take notes. In Emily’s class, she often pauses the video to make sure students are not on their cell phones. Since the lights are off and attention is being focused on the video, many students think it is an idea time to check their phones without getting caught. Emily does not view this as a negative aspect of watching YouTube videos, but she does recognize that she has to actively manage her students to ensure they are paying attention. Duffy (2007), does not specifically address the classroom management aspects of video in the classroom, but as technology changes rapidly, we see the need for educators to adapt their strategies to manage their students.

Another classroom management issue is noise. Emily has found that sometimes students get excited about watching a video and will laugh or talk during it, which can disrupt other students’ viewing. She reported several times that she has had to pause the video to let them finish talking. She does not view this as a negative aspect of watching YouTube videos, because her students are excited about the video that she would rather them talk about it and then have to pause and rewind the video. This finding shows that YouTube is capable of delivering content in a meaningful way that engages students and excites them. The functional ability YouTube has to easily pause and rewind a video is also highlighted by this finding.
Emily does report having some issues that stem from the functionality of the YouTube website, specifically the thumbnail video images that pop up after the video is complete. An algorithm on YouTube’s back end chooses related videos based on composite patterns of viewing that occurred before and after that particular video search and watch history. YouTube uses this strategy to encourage viewers to remain on the website, driving more traffic and advertisement views. Emily describes her experience with this by stating:

‘When the video is done, all the little pictures of stuff you could have also watched comes up and the kids are like I want to watch that, I want to watch that... even though we just watched an educational video but for the most part it’s not that much of a distraction.’

This YouTube algorithm has caused some concern for Emily because she has to manage the students’ excitement over wanting to watch more videos and to navigate the inappropriate content that can also be found on the website. Although her students are at the intermediate and senior level, there still needs to be censorship against inappropriate videos being watched in school. This has happened to Emily on more than one occasion, with her students wanting to watch videos that are not content related, “They just list off all the things that we should be watching in class... I have not watched it before and they’re like “Its ok, its only the s word!’ This has happened to Emily many times with students wanting to watch videos such as the ‘Honey Badger’, which is science-based as it provides information about the species, but it is not appropriate for students to be watching in class time. With this specific example, Emily choose not to allow the students to watch the video, but this often causes more disruption in the class because it
takes time to then refocus on the lesson and tasks at hand. Here Emily highlights the idea of Duffy (2007)’s ‘Web 2.0’ and the need for Educators to shift from treating video sharing websites as ‘virtual libraries’ to a space of socializing, commenting and collaborating. With this shift might come new means of managing students and having student’s thing critically when using such technology. This finding shows that educators need to be up to date and informed of YouTube’s functionality and offerings.

Using the flipped classroom strategy, Jennifer has experienced a noticeable difference in the way she manages her students. Her experience differs from Emily and Denise as she does not watch YouTube videos in class time and she does not provide her students with videos that are not her own content. One of the biggest changes for her has been the way her class functions now due to the integration of technology within the first few minutes of class.

‘Before I was like okay write on the board your group or write on this piece of paper, tell me your group and I’ll write it down. So today like literally in five minutes and in class I’m like do you guys want to pick your groups right now? So I posted this link right here, ten groups group sign up using Google docs. So they come in, and they’re sitting in groups now. Before they used to be facing the front because I was teaching. Now I want them to work together.’

Because her students have watched her videos prior to class, they show up ready to work and are easily assigned groups without wasting class time. There has been a functional change in the way Jennifer runs her class, with the biggest change being the reduction of time needed to manage her students.
A strategy Jennifer uses is called ‘TASQ’, a strategy she came up with for her students to increase their readiness to learn. With ‘TASQ’ she has modeled to her students how to properly watch a video and take notes. She has made a video on how to ‘TASQ’, which is to take notes, summarize the video and ask a question. She has her expectations set for the students so every class they arrive and take out their ‘TASQ’ sheets to show they are prepared and ready to begin with an interactive game or activity. Jennifer uses these activities as a ‘minds on’ experience for her students to remember or recall the information they learned the previous night by watching the video. Duffy (2007)’s strategies to promote active viewing and maximize student learning apply to Jennifer’s flipped classroom. He discusses the potential video watching has for developing note taking skills. By using the pause and replay function, he argues that students can learn how to take effective notes. Although his research and recommendations are geared towards a traditional classroom, it still applies to a flipped classroom model, which is evident through Jennifer’s ‘TASQ’ strategy.

Classroom management differs between all participants. There is a key finding that more junior level students need less monitoring and YouTube can be used as an effective tool to engage them, while more senior level students need more monitoring as YouTube can be more of a distraction. Another finding is how a flipped classroom can allow the educator to better manage the students and by introducing particular strategies using video, it can encourage students to develop better note-taking skills.
Theme V: Resources Related to Utilizing YouTube

All participants report issues related to using YouTube that caused interruptions to their lessons. These issues involve the broader context in which YouTube operates such as the Internet, security measures and school board policies. Jennifer is the only participant who reported having issues with her school board and their practices and policies.

The biggest problem Denise and Emily report having is the Internet not working properly, either being slow or not connecting, preventing a video from loading. Emily stated that the Internet not working is the only way YouTube limits her teaching. Both participants have strategies that they use to deal with this issue. When it comes to showing longer length movies, Denise prefers to use a DVD over finding the clips on YouTube as it never lags and will always work when the Internet is down. In this case she chooses not to use YouTube at all and avoid the possibility of Internet disruptions. Denise did not have any strategies for when the Internet stops working during shorter video clips. Emily however did present some strategies that include being prepared with a back up plan for if the Internet, or technology, stops working. This includes having talking points ready to explain the video, using the board to write out the main ideas of the video or printing out presentation slides and videos screen shots. Both Denise and Emily report issues with the Internet being the main drawback of relying on YouTube videos as part of their lessons. This finding is consistent with the literature. Bonk (2008) discussed the importance of having a back up plan as YouTube can be unreliable due to its dependence on the Internet. One of Bonk (2008)’s recommendations was downloading the video from YouTube, which allows it to be played without Internet. This is a practical
strategy, however all school boards have different copyright policies that could prohibit downloading YouTube videos. Emily mentioned her school board had copyright policies in place and professional development devoted to the topic, which she found insightful as she never considered it to be an issue she would have to deal with. This finding shows the importance of educators having a back up plan and the need be informed about what options are available regarding copyright laws and distribution.

Another issue that the participants have faced is firewalls and restrictions that have been put in place by their school boards. Emily and Jennifer both reported incidents where educational videos came up as restricted, or ‘inappropriate’. This happens if the educator plans their lesson at home using their own Internet, and does not know that the content is blocked until they get to school and attempt to show it on the school’s Internet. Emily describes her experience;

‘I tried to show a dissection video and it was restricted because it was graphic, like you know, animal body parts. And I had to log into YouTube. The school doesn’t provide an account so they [the students] would have to make on their own’

In this instance, the video was educational as it detailed a dissection of an animal that students are required to complete as part of curriculum expectations. This shows the unintended effects that board policy can have on student learning. As the video was age restricted, Emily was able to log into her own personal account and access the video, but it still caused in interruption to her lesson.
Jennifer had a similar situation with her school board, even though her board is quite progressive in regard to technology. A particular incident occurred where the school boards safe search enhancement program blocked one of her videos that she had created. When her students went to access the video it came up as ‘blocked’ and they were not able to watch the video, which affected their ability to prepare class. Jennifer described this incident as frustrating, but she understands the nature of the policy and why it is in place.

‘I can understand that they have 30 000 kids in this board, little kids, kindergarten kids, YouTube is accessible, they don’t want kids watching inappropriate stuff. All it takes is for one person, out of those 7000 views on my video, to switch it and flag it as inappropriate and now no one can watch my content because one goofy grade twelve kid flags it as inappropriate. I love what I do the board is holding people back.’

YouTube has the function in place to flag inappropriate videos that do not comply with YouTube rules and regulations. The problem is that anyone can flag any video in this way and the subsequent response time to assess the validity of the inquiry is often lengthy. It was the policy put in place by the board that had a negative impact on Jennifer’s students. This finding shows that although YouTube is accessible by all, some policies put in place can limit its accessibility making it a difficult resource to rely on in the classroom.

Denise chooses to use YouTube because her board has blocked most other video sharing platforms, except YouTube. Websites including Netflix have been blocked by the
board and are not accessible to watch in school, but there are several great documentaries available that could be used for educational purposes. In this case, Denise chooses to use YouTube as it is free and has videos for the students to enjoy, like cartoons, and also videos to learn from, like a video of how the brain works. For Jennifer and her board, videos being blocked on YouTube has negatively impacted her teaching, but for Denise and her board, she actively chooses YouTube because isn’t blocked and it has content her students can access. This finding shows that the differing policies and practices put in place by school boards differentially impact teachers and their pedagogy.

**Summary of Findings**

Several key findings have been highlighted through this qualitative research study. All findings support the use of YouTube in the classroom as an educational resource and practical strategies of how educators are implementing YouTube have emerged. The main findings include the lack of awareness educators have about the range of features offered by YouTube; the time it takes to make videos impacts all participants regardless of their level of technological knowledge; the importance of technological knowledge in relation to the TPACK framework; the change in classroom management strategies required between student age levels when watching YouTube videos and the impact Internet disruptions and school board policies have on video watching in the classroom.
Chapter 5: DISCUSSION

Introduction of Discussion

This section will be used as a platform to discuss, in depth, the findings of this qualitative research study. To do so, I will show how the data addressed the research questions(s), the findings will be related to the literature, implications and recommendations will be made and areas for further study will be highlighted. Quotations and direct illustrations from Chapter 4, the findings, will be used to facilitate the discussion.

Discussion

The purpose of this research study is to understand how educators are integrating video content through YouTube into their teaching practices. This study has confirmed that the three participants are actively utilizing YouTube and it has revealed their practical strategies and suggestions to increase student engagement and reduce classroom management issues related to using YouTube. Several themes and findings emerged from this study that align with the current research and have revealed areas for further study.

Research Question(s)

The overarching research question of this study is ‘How are educators integrating YouTube into the classroom?’ Results provided by participant interviews and a thorough review of relevant research has informed our understanding of this question. The following is a brief summary of the main finding categories from the supporting research questions as stated in Chapters 1 and 2.
What features currently offered by YouTube, such as playlists and subscriptions, do educators report using?

Educators do not report using many features offered by YouTube, however Playlists are the most commonly used feature. All participants had little awareness of the availability of other features that could increase user friendliness and productivity with the website.

Does the use of YouTube differ from a traditional to a flipped classroom?

The use of YouTube differed from a traditional classroom to a flipped classroom in my sample of teachers. In the traditional classroom, educators reported watching professionally made video content that introduces, supports or consolidates the lesson topic. YouTube is accessed during class time and a variety of content is being watched. In the flipped classroom, the content accessed was only that developed by the participant and was not an extension of an existing lesson. In the participants flipped classroom she utilized YouTube as a means to deliver an entire lesson. YouTube was not used during class time in the flipped classroom in my study and no other content was watched.

Do educators produce their own video content to be used in the classroom?

The two participants, Emily and Denise, who teach in a traditional classroom, did not report producing their own video content, even though they may have the necessary levels of technological knowledge to support such an integration. In the flipped classroom example, Jennifer reported making her own video content, as she believes that to maximize student engagement the videos should be those of the
students own teacher. Jennifer reported that the process of making video content for her flipped classroom is time consuming and requires high levels of technological knowledge, and at time students were relied upon to assist with using technology in the classroom.

How do educators describe student engagement with content when YouTube is used?

The participants of this study describe students as highly engaged with content when YouTube is used. Strategies used to increase student engagement and ensure students are attentively watching the videos differed from younger to older students in this study. Denise found her younger students needed less monitoring while Jennifer and Emily found their older students needed more monitoring.

What strategies do educators implement to ensure YouTube is used effectively and appropriately?

From my sample of teachers, several strategies were found that are implemented to ensure YouTube is used effectively and appropriately. These strategies include using video to develop note taking skills (TASQ), post video discussion, utilizing the pause and rewind function to refocus students and adhering to school policies (safe search) to ensure videos being watched are appropriate.

Key Findings
Several key findings have been highlighted through this qualitative research study. All findings support the value of YouTube in the classroom as an educational resource and practical strategies of how educators are implementing YouTube have emerged. The main findings include the lack of awareness educators have about the range of features offered by YouTube; the time it takes to make videos impacts all participants regardless of their level of technological knowledge; the importance of technological knowledge in relation to the TPACK framework; the change in classroom management strategies required between student age levels when watching YouTube videos and the impact Internet disruptions and school board policies have on video watching in the classroom. These findings are representative of the participants of this research study.

Relation to literature

This qualitative research study has confirmed that the participants of this research study are actively utilizing YouTube as part of their teaching practices. The themes and findings that have resulted from this study align with the current research discussed in the literature review and reveal areas for further study.

Duffy (2007) discussed that educators need to shift from treating video sharing websites as ‘virtual libraries’ to a space of socializing, commenting, creating and collaboration. My findings are consistent with this research as the most common use of the website by the participants was done through ‘search and play’, relating to the idea of YouTube as a ‘virtual library’. All participants had little awareness of the availability of other features offered by YouTube that could maximize their use of the website. While two participants reported using playlists, their understanding of the function was minimal. This shows that YouTube may not be designed as intuitively to meet teacher
needs, as all participants seemed to commonly miss the important affordances of the application. More awareness of the functionality of the website and how it can increase productivity of usage would be an asset to teacher practices.

My research highlighted the importance of technological knowledge as a component of the TPACK framework when teaching with technology to allow for ideal levels of learning. The need for technological, pedagogical and content knowledge is important when teaching with technology (Mishra, Akcaoglu, Rosenberg, 2013), but in this research study, no participant mentioned content or pedagogical knowledge as being either a deterring or determining factor when using technology. This simply highlights that in this research, the balance advocated by the TPACK model seems not to be an explicit considerations for teachers with less familiarity in teaching with technology. This situation may apply particularly to the participants chosen for this research study, as they have not deeply integrated technology into their teaching practices. Even Jennifer who creates her own video content and has plenty of technological resources available to her, still reports difficulties when learning how to use new technology and relying on her students for support when using such technology. This shows that educators may need extensive time and experience to develop a broader understanding of technology and to develop meaningful ways to integrate it in their teaching practices in a way that makes them feel comfortable and confident. Although all participants report using technology, and YouTube, in their teaching practices, one could argue that they are not advanced in this process, and therefore put more focus on their levels of technological knowledge, resulting in the findings of this research being heavily focused on technological knowledge as opposed to pedagogical and content knowledge.
A finding that differed from research findings in the field was how YouTube was used in a flipped classroom. In this study, students in a flipped classroom worked on activities and problems related strictly to that of their teacher and they did not watch subsequent videos during class time. Only videos made by the participant teacher where watched at home and no videos were watched in class time, unless a student needed to catch up and watch the teacher’s video individually. This differs from findings, for example in Herreid and Schiller (2013), who describe their survey results from 15,000 teachers where they found that the most common approach to flipping a classroom was to assign an introductory video the night before class on YouTube and follow up in class with a set of questions and another video to consolidate with more information. Further research could be done to address any learning differences that may result from these two styles of flipping a classroom. Jennifer strongly believes that the videos being watched are to be that of the instructor and they must include her face or voice. Herried and Schiller (2013) do not specify if the videos watched in their survey are made by the teacher or are produced elsewhere. Thus, Jennifer chose to flip her classroom in a way that suits her teaching practices, rather than following the standard model. This research highlights a certain style of flipped teaching, showing there are multiple ways to flip a classroom that can effectively utilize video sharing technology for student engagement and learning opportunities.

Of the relevant research reviewed in Chapter 2, there is little research regarding the use of YouTube and classroom management. Duffy (2007) highlights many strategies in his research including post video questioning to promote active viewing and maximize student learning and pausing videos to allow students to ask questions or take notes.
Many strategies highlighted in his research on YouTube use, focus on student learning rather than on managing student behavior. Instead of pausing the video to take notes or ask questions to maximize student learning, Emily found she often had to pause the video to ensure students are paying attention and are not on their cell phones. She also has to actively manage her students to ensure that the content they were accessing on YouTube is age appropriate and curriculum related. Jennifer had additional classroom management issues with students leaving inappropriate comments on her YouTube videos. Jennifer found it difficult to manage the online discussion, as students from other classes as well as her own class, were commenting on her videos. The participants in this research study acknowledge the need for educators to adapt digital classroom management strategies.

With classrooms becoming increasingly connected to the digital world, classroom management techniques that are targeted towards this new way of learning are needed, to ensure students are on task and representing themselves in a safe, respectable manner. This is an ongoing topic of discussion in a 21st century classroom and the need for educators to adapt to new technology in a socially responsible way is evident in this research study.

Copyright relating to the use of technology is another issue reported by the participants of this research study. One of Bonk (2008)’s recommendations to prevent Internet disruptions when accessing YouTube was to download the video from YouTube to be saved on a computer. This allows the video to be played without the need for direct Internet access during the class, but for some school boards, including those of the participants of this study, would violate their copyright policies. Copyright policies have become an issue that educators need to take into consideration when using technology
and showing students content that is not their own. Emily mentioned her school board had copyright policies in place and professional development devoted to the topic, which she found insightful, as she never considered it to be an issue she would have to deal with. Regarding her school boards copyright policy, she is allowed to access YouTube but she is not allowed to record video from another source and show it to her students. The research needs to be more comprehensive regarding copyright policies, which is difficult as there is no common policy for all teachers and because technology itself and available Internet resource evolve continually. YouTube’s reliance on the Internet reduces its usefulness from an educational standpoint, and realistic alternative measures need to be made available if the school boards wish to enforce such policies.

Implications

From this research, I have gained a deeper understanding of teacher practices regarding the use of YouTube as a platform to view video content. I have examined my participants reasoning for using this resource, their strategies associated with incorporating video into lessons and how they manage students in a 21st century classroom. I also learned about a flipped classroom and how technology is used to teach knowledge to students in a revolutionary way. Seeing a flipped classroom in person and hearing my participant talk about her passion for technology and the transformation her students have made as a consequence of this style of teaching has inspired me to deepen my technological knowledge in relation to my teaching practices.

This research study has also developed my understanding of the qualitative research process. Reviewing relevant research and experiencing the research process for myself has equipped me with a greater understanding of underlying principles and
theories that inform my own pedagogy. The process of viewing my participant’s actions in relation to the literature has influenced me and will change my practice. I am now more aware of my conscious choice to use technology in the classroom and will strive to utilize technology in a meaningful way.

My research study has revealed practical strategies that current educators are using in their teaching practices to engage students in video content. These are strategies that I will use in my own teaching, specifically the ‘TASQ’ strategy that allows students to develop note taking and summarizing skills. I am now more aware of the need to manage students, both in the classroom and digitally, to ensure they are maximizing their learning through video content found on YouTube.

**Recommendations**

This section will detail recommendations for the educational community to ensure educational in schools regarding technology use is optimal for learning. Stemming from pre-service education, an emphasis needs to be put on integrating technology into teaching practices. There needs to be quality time allocated towards hands on learning with technology and real life practice so adequate levels of technological knowledge can begin to develop to accompany developing pedagogical and content knowledge. Time spend in pre-service education that specifically looks at YouTube and how certain features can be used, such as playlists and channel subscriptions, and the value they have to make teaching with video more accessible is recommended. It is also recommended that specific education based channels be presented to pre-service educators to develop their ‘virtual library’ of teaching resources. Pre-service educators need to understand the
value of using technology in a transformative way that calls for higher levels of thinking and student creativity.

For the educational community, it is recommended that additional support be provided for available technological resources. It is not enough to provide educators with resources, but they need to be able to understand how to operate and utilize these resources to allow for student learning, engagement and to manage student behavior with these resources. Teaching educators how to use resources to make their own videos using applications such as iMovie or Camtasia, would teachers to see the creation of video content for students something they are able to do, and perhaps more educators would be willing to do so.

The rapid nature of technology calls for educators to be current with their technological practices and understand student use, relating to the idea of managing digital classrooms. Professional development that is useful and provides hands on practice with technology and tools that can support such learning is essential. Additionally, school boards need to make their policies regarding technology consistent and coherent, as well as sensitive to changing Internet-based online practices. Support regarding copyright policies and how it impacts teacher practices is recommended to aid educators in making proper decisions regarding how they choose to obtain and share content with their students. This allows for educators to set an example for students to always obtain and use content in an equitable, socially responsible way.

A recommendation for the educational community is to utilize the YouTube Kids App over school board firewall and safe content policies. This would ensure content being obtained by students is appropriate while not limiting educators and their ability to access content when needed. Another recommendation is to incorporate a Google
Classroom model into teaching practices to streamline the use of technology and maximize the use of Google and its products and features. Ideally, school boards would adapt a ‘Google School Boards’ model that works in compliance with school board firewalls and online safety policies to ensure student information is kept safe. This would create endless possibilities for educators to maximize Google’s products including YouTube, Google Documents, Google Hangouts, Google Chrome, Blogger and Songza. This would allow for an integration of YouTube into educator practices, increasing user friendliness and maximizing its functionality. All of these platforms can be used for educational purposes, and when used to their potential they can aid in teacher practices and aid in student learning through the use of technology.

**Further study**

Questions have been raised by this research study that could lead to further study. Regarding the use of technology and social platforms, how can educators digitally manage students more effectively? This question was raised through this study when looking at strategies that are used by educators to manage their students when they are engaged in the digital world.

Another area for further study is the issue of copyright and school board policies in relation to technology integration. There is a question of how educators can be properly informed of these policies and its impact on their teaching practices. Since technology is constantly changing and policies are continually being developed and modified as a result, understanding how educators handle these changes and the impact this has on their choice to integrate certain technologies into their teaching is increasingly important.
Several new questions have been raised by this research study regarding technology and flipped classrooms. These questions are; how do educators transition from a traditional classroom to a flipped classroom? What technology is used to assist with this transition? What levels of technological knowledge is needed to make this transition possible? How do educators make their own content to be used in a flipped classroom? These questions could informed through multiple case studies with teachers in different grades who are interested in transitioning their current classroom to a flipped classroom. Documenting the participant’s processes would be an informative research study. Also, examining the change in student learning outcomes and gathering data on the student experience with this transition would be of additional value to the existing literature and may create insights for other educators who wish to make the transition from a traditional to a flipped classroom.

Conclusion

The purpose of this research study was to understand how educators are integrating video content provided by YouTube into their teaching practices. It has been confirmed that the participants of this research study are actively utilizing YouTube and practical strategies and suggestions to increase student engagement and reduce classroom management issues related to using YouTube have been revealed. Through a review of relevant research and participant interviews, the findings of this research support the use of YouTube in the classroom as valuable learning resource.
REFERENCES


Krauskopf, K., Zahn, C., & Hesse, F. W. (2012). Leveraging the affordances of Youtube:


APPENDICES

Appendix A: Interview Questions

Background Information of the Participant

- Tell me about your teaching- what grades/ subjects do you teach?
- Describe your classroom in terms of student demographics, amount of resources, set up…
- Describe your use of technology in the classroom.

Participants Use of YouTube

- Do you use YouTube in the classroom on a regular basis? (daily/weekly)
- Why do you choose to use YouTube?
- Is YouTube your prime source of video sharing?
- Do you use any other video sharing websites/ technology other than YouTube?
- Do you think YouTube can deliver curriculum content in a meaningful and effective way? Why?

YouTube Specific Questions

- Do you have a YouTube account? (gmail, google+)
- What features offered by YouTube do you use? (playlist, subscriptions, channels ie. Youtube.com/education, uploads, ect)
- How do you incorporate YouTube into your lesson? (ie minds on)
- Describe your method of incorporating YouTube into the classroom? ie. Prepared ahead of time, search on the spot, educational use only, used for fun…
- Do you make your own video content? Have you ever considered making your own content?
- Do you have the tools and knowledge to make your own content?

**Flipped Classroom Questions**

- Have you incorporated a flipped classroom model before?

If YES:

- Why did you choose to flip your classroom?
- How do you use YouTube in your flipped classroom?
- Do you use another other video technologies?
- Are there any challenges related to using YouTube in your flipped classroom?

If NO:

- What has deterred you from using a flipped classroom?
- Do you think using YouTube could help you flip a classroom?
- If you had the knowledge and ability to create your own content, would that motivate you to use a flipped classroom?

**YouTube and the Classroom**

- How would you describe student engagement in the content when YouTube videos are used?
- What types of videos do you find most effective? (what do you look for?)
- How does using YouTube affect your lesson planning? (ie. Time spend finding videos, preparing it before class, having a plan b)
- What challenges do you face when using technology in the classroom? (tech problems, classroom management, lack of resources)
- What would make using YouTube in the classroom easier or more accessible? (more training, more resources, etc)
- How do you monitor students use of the website?
- Do you use YouTube, or other video technology or websites as a form of assessment?
Appendix B: Letter of Consent

Letter of Participation and Consent

Date: September 27, 2014

Dear (participant name):

I am currently a graduate student enrolled in the Master of Teaching program, at OISE, University of Toronto. With this research I am to study the effectiveness of Educators to implement video sharing websites in the classroom. This research study will involve conducting a 20-30-minute interview that will be tape recorded in which questions relating to current knowledge and understanding of video sharing websites, techniques and success stories will be asked. Interviews will be conducted at a time and place that is most convenient to you.

The contents of this interview will be used solely for this research study in which a final paper and presentation will be completed. Your name and institution will not be used in the final paper or presentation. It is important to note that all information provided will be confidential and if you so choose to omit certain aspect of the interview, you will be accommodated.

If you agree to participate, please sign the form below. I greatly appreciate your participation in this research study.

Sincerely,

Andrea Wilson
andrea.wilson@mail.utoronto.ca

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I acknowledge that the content of this research study has been thoroughly explained to me and any questions have been answered. I understand that I can withdraw from this study at any time or request to omit certain aspects of the interview.

I have read the letter provided by Andrea Wilson and have agreed to participate in the interview process for the research study described.

Name (Printed): __________________________

Signature: __________________________