The Use of Digital Media Like YouTube and Wikipedia in Education

A dissertation submitted in partial fulfilment of the requirements for the degree of Bachelor of Science.

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Declaration

I hereby declare that this dissertation entitled “The use of digital media like YouTube and Wikipedia in education” is entirely my own work, and it has never been submitted nor is it currently being submitted for any other degree.

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Abstract:

Education is the most important aspect in human’s life. It has serious impact on individual personal growth. However it is like many other aspects of humans’ lives has had to adopt to the changing times and the improvement in technology. The use of digital medial like YouTube and Wikipedia in aid of educating the future generations has become more common, and becoming a way all educators could benefit educating their learners. This thesis sets out to assess the impact of using interactive digital media like YouTube and Wikipedia among university students. Extensive background and literature review reading was undertaken that highlighted different views regarding the use of YouTube and Wikipedia in education and it was compared against the primary research findings. The primary methodology used was an online questionnaire. The primary research which have been conducted generated interesting data. On analysis, it was apparent that majority of student participated believe that they are benefiting from the use of digital media like YouTube and Wikipedia in their education. Additionally, discussion was presented to evaluate the data collected in the primary research and compare it against the theories gathered in literature review. Finally the conclusion indicate whether the research aim and objectives has been fulfilled as well as, recommendations where proposed and research reliability and validity where considered.
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CHAPTER 1. Introduction

1.1 Background

Education defined as the “process of giving or receiving systematic instructions, especially at a university or school” (Oxford Dictionaries, 2016). Education is the most important aspect in human’s life. It gives opportunities for people to be able to reason, use the ability to read and write for their own benefit and gain the knowledge by deeply searching into the literate knowledge brought to them. It has serious impact on individual personal growth, which, later on impact on individual relationships and success in the business field by enriching individual brain with new valuable information. It is improving the ability to think, analyse and process. Acquiring a good education can effect on community, and on the entire generation. It is important for every country as education increase the citizen’s awareness. It is seen as the society foundation which brings economic wealth, political stability and social prosperity “Education is simply the soul of a society as it passes from one generation to another” (Gilbert K. Chesterton, 1986). Without proper education a society cannot grow and flourish. Nevertheless, education is like other aspects of humans’ lives, it has had to adopt to the changing times and the improvement in technology. The ways of learning have changed so have the students. Today’s students have grown up with all this technology so education institution must change and adopt the way learners learn well. In the past, the important items students should have a notebook and pen, nowadays students should have things like smart devices and laptops included notebook and pen. The use of digital medial like YouTube and Wikipedia in aid to educate the future generations has become more common, and becoming a way all educators could benefit educating their learners. Using digital media for educational purposes is not a new teaching strategy. The rise in the availability of digital media content on the internet, the ability and the simplicity for almost everyone to create a digital content such as videos, audio, pictures and so many other types of digital media contents with the use of commonly available software and hardware from smart phones to computers in addition to the raise of simple ways to shear these contents with the rest of the world with one click through venues like YouTube the most popular video shearing web site for professionalism and unprofessionalism. It is the 2nd most visited website in the world and in the United Kingdom (Alexa ranking, 2015). As well as Wikipedia the 7th most popular website in the world and 10th in the United Kingdom (Alexa ranking, 2015). With a growing in both number of articles and the number of registered users, makes digital media the major component of education in the 21st century. This filed of research has been extensively investigated by other authors and in many universities in the United Kingdom, however the studies which have been taken by others have explored the use of digital media in education in general way. This study was undertaken to obtain more recent data. Also, to address some aspects of the impacts of using interactive media in education, more specifically, this study discussed the implications of using YouTube and Wikipedia in education.

Aim

The aim of this research dissertation is to identify the use of digital media such as YouTube and Wikipedia in education for university students from different courses and different level of study.
Objectives

Specific research objectives of this thesis include:

- To investigate whether students are benefiting from digital media like the online video sharing Internet website YouTube.
- To analysis the impact of using digital media such as the volunteer-driven, web-based encyclopaedia Wikipedia in education.
CHAPTER 2. Literature review

This chapter intended to assess several secondary research sources in order to set a base for the primary research which is going to be discussed in (Chapter 3). Chapter 3 will be built upon and analysed against this chapter. The review of current available literature is split in to five parts:

2.1 Defining digital media

Media are the tools that we use when we communicate with each other and digital refers to the use of technology such as computers in this communication. Digital media is any digitised items that could be transmitted over the internet and the computers networks. It is simply the devices that deliver communication between two people linked through computers. Those computers might be laptops, servers, desktops, gaming platforms or mobile devices etc. (Richard, 2013).

Media can include any type of data stored in the computer, it can be text based such as in webpages and blogs, or video based like video chatting or through social sharing and virtual simulations, and graphics based, this means news from newspapers, television networks and magazines which is presented on blogs or a website can fall into digital media. Most of the digital media content is based on translating analogy data into digital data (Mullan, 2011).

It came a long way in a few years to become as what we know it now and it is continuing to grow rapidly. Digital media support learning by providing materials and shear tools and resources of learning which help to build bridges of opportunities for all learners (Gan, Menkhoff and Smith, 2015).

2.1.1 Computers and internet role in digital media

Earlier programing and calculation served as the primary purposes for computers. Over the time computers start to play more Individual role in humans’ life. No longer where computer associated only with large corporations or governments. As technology developed and grow public found out that storing data on a computer was beneficial and provide a good structure. People developed the functions that computers could provide to its owner. Owners of computers started to use it for creative purposes, research and communication (Friedman, 2013).

The Internet is a worldwide computer network that provide a variety of information and communication facilities and by linking computer networks, people began taking the internet services for government, educational, social and commercial and many other purposes giving rise to digital media. By the ability of connecting with this massive growing information, people were able to listen and read from different sources and make it personal by posting their own point of view. Now day’s blogging and publishing has become so easy and millions of people are able to create websites and start information posting into the internet. As new people join the internet the amount of information provided start to expand day by day (Myers, 2011).
2.1.2 Individual as media content developer

Digital media has allowed people to be active in producing digital content. Currently, anyone who have access to a computer and the internet is able to participate and create their own digital media like videos, art, photography, and commentary to the Internet. This known as the concept of citizen journalism which is based on the public members plying a role in the process of producing information, collecting information, reporting information, and analysing information (Jurrat, 2011).

This spike in using digital media content creation is a consequence of the continuous development and improvement in the internet and the way in which individual interact with digital media today. The massive raises in technology such as smart phones allowed quicker and easier access to all media materials. Also, many other media production technologies and tools which once were available only for a few people are now available to everyone, very easy and free to use. The price of devices which can access the internet is increasing, and Individual ownership of digital devices is becoming very normal and standard. 21st century students’ generation is native in digital world as well as surrounded by access can be found everywhere to the worldwide online environment through a massive range of devices. Students today are experienced in digital media interaction from earlier age (Pahwa, 2013).

2.2 Digital video in education

First moving pictures came to the world in the 19th century and it has transformed and changed the life in the 20th century (Bellis, 2016). It could be argued that televisions broadcast not only covered history but altered its course in some instances (Watson, 1997). The presence of digital video is ubiquitous and it is permeating every aspect of life in this century with equally profound implications. Video recording is widespread and the capability in the current generation of cell phones combined with easily dissemination via sites such as YouTube has changed the way in which video is consumed and created (Gannes, 2009).

2.2.1 Digital video advantages for classroom learning

Digital video helps students to visualise, grasp and explain difficult concepts as the human memory find it easier to recall something seen than heard (Hotchkiss, 2014). “It’s one thing to hear about how something works, and another to see it, or do it with your own hands” (Rivas, 2014).

Digital video helps students; it can be recorded easily, created and watched on portable devices such as mobile phones. Digital video usage is becoming conversational and casual among many of today’s generation (Bull and Bell, 2010).

Digital video has become a primary communication form. It became a way for people to express creativity, share their experiences and beginning to use it as a point of reference when they have a questions or query about almost any topic (Greenberg and Zanetis, 2012).

For many decades, teachers have found videos to be valuable for transmitting information to the classroom. It also more readily accessible and easier to capture. Videos also possesses some affordances that expand its benefit in information transmission (Cruse, 2011). Examples of the affordances discussed by Cruse (2011) included the following:
• Digital video player gives the opportunity to teachers and students to easily speed up, speed down, replay and reverse video for review and closer analysis.
• Digital video allows educators to isolate short segments with the most relevant information, (Example, 60 seconds to 6 minutes).
• The ability of rearrange multiple number of clips of the most relevant video with the use of software packaged with today’s computers.
• Digital videos might be paired and overlaid with numerical or any graphical data and analysed in sets with other tools such as Logger Pro (in science) or Geometer’s Sketchpad (in math class).
• Digital videos can have images with music and narration including (documents, audio clips, maps and video clips), animation like flash movies.

When educators or learners produced their own digital videos, editing is made easier by user friendly and most often free editing software. These videos are comparatively simple to share whether the audience is the university, classroom, one of the community, or the rest of the world (Cruse, 2011).

The table below shows how different student from different majors can engage with digital video by subject.

**Table 1. Students engagement with digital video by subject.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>• Watch videos of phenomena which engage learners in scientific questions, apply or elaborate on concept, or invite inference and observation.&lt;br&gt;• Analyse videos to make predictions, take measurements, and determine classifications or find patterns.&lt;br&gt;• Create videos of scientific phenomena and events that learners have an interest in search and explore it more (Hattie and Yates, 2014).</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>• Watch digital videos of places and people outside of student’s local historical re-enactments and experiences.&lt;br&gt;• Produce documentaries about historical events to interpretive skills.&lt;br&gt;• Create movies about cultures to broaden learner’s perspectives (Jordanova, 2014).</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>• Watch videos of recorded events to set contexts for mathematical inquiry and to visualize mathematics in nature.&lt;br&gt;• Examine the pattern and symmetry or analyse motion mathematically of marching bands or choreographed dance.&lt;br&gt;• Create videos which solves and answer a mathematical problem or specific function or showed understanding of a concept (Kersting et al, 2012).</td>
</tr>
<tr>
<td><strong>English Language</strong></td>
<td>• Watch videos that engage the learners in interpretation and defining the meaning.&lt;br&gt;• Analyse videos in order to consider the effectiveness of print text, soundtrack, motion and images.</td>
</tr>
</tbody>
</table>
• Set up videos as a multimodal text to express ideas in order to connect with an audience.
• Interact and chat with native speakers through online video chatting conversations.
• Frequently watch videos of conversations in movies or listen to music lyrics which can be replayed (Ferlazzom, 2012).

Reading

• Analyse learner’s reading performances for feedback and self-reflection.
• Videos which demonstrate composition skills or reading comprehension.
• Watch videos as a pre reading visualization activity which will engages learners in the topic and builds prior knowledge (Merkt et al, 2011).

Physical Education

• Learning new techniques by watching videos of others’ skill performance.
• Analyse learners’ skill performance for both educator feedback and self-evaluation.
• Create videos of others’ performances or others’ skills to show an understanding or make fitness advocacy (Hodges et al, 2016).

2.3 YouTube in education

YouTube is the world largest free video sharing internet website according to Alexa ranking (2015) YouTube was the 2nd most popular website in the world and 2nd most visited website in the United Kingdom.

It was established in May 2005 by Chad Hurley, Jawed Karim and Steve Chen. The three founders of YouTube knew each other from working with another online payment company PayPal. The idea behind YouTube came from PayPal business model which is a payment button and that button would take you directly to the PayPal website also it could be embedded for billing on any website. The Three founders thought that this idea could be applied in a video format, but it became a larger which spanned generalized videos streaming and only after one year of existence YouTube was obtained by Google for $1.6 billion (Erdley & Hansen, 2009). YouTube has grown steadily as thousands videos are uploaded to the YouTube every hour, it grows from 30.000 viewers in April 2005 to over 100 million viewers per each day in July 2006 at a rate of 20 Hours per minute (Buckley & Agazio, 2009).

YouTube is a repository for user generated content all videos uploaded to the internet by individuals of the public (Burgess et al, 2009). Recently, universities, charities, television channels, businesses, political parties, hospitals and nongovernmental organizations have established YouTube channels to deliver their own messages and ideas to more audience. This phenomenon is consequence to the massive growth of digital media content which is reflected in many ways in changes in the social world (Tan & pearce, 2012).
2.3.1 YouTube as a learning tool

YouTube is an established social software which has hundreds of millions of users and the number of the users is growing day by day, with several languages and used as formal learning tool and an informal learning tool by many educational organisations. In 2011, YouTube started YouTube for schools which gives educators access to educational videos from YouTube EDU. This service provides more than 400,000 educating video from more than 600 partners such as TED, Steve Spangler Science and many others educating organisation. This means more and more educational organisations are getting involved with YouTube. As well as over 300 categorised playlists by level, subject, Language and many other can be found on this collection of videos (Strom, 2012).

One of the benefits growing number of universities are creating their own YouTube channel to provide their students more access to their institutions' learning materials. The fact that it can be accessed everywhere and at any time with internet access is a benefit of using it as a learning resource. This means student can engage with their studying at a place and time which suet them (Harris, 2011).

In the research literature taken by Biggs (1979) there was a significant debate of the learner’s experiences in higher education. This literature discussed that students are to take a several ranges of study process stages and create taxonomy to describe what happens at each stage of learning. Deeper education is linked to the ability of applying new facts in contexts, whereas surface education is linked to rote learning of new facts for learners own sake. Therefore, it’s now globally agreed that the purpose and the aim of universities is to prepare students with deep education approaches to apply any new knowledge usefully in the workplace. Thus, the use of YouTube in education can facilitate the deep education approaches, and solo taxonomy state the activities of deeper education as comparing, relating and analysing ideas in order to hypothesise, generalise and theorise. Videos of YouTube can be used to support the solo taxonomy.

Using YouTube in the classroom as a teaching tool increased the student’s engagements in many ways. Firstly, using visual methods of delivery keeps materials memorable. Secondly, the several sized video affordable within the YouTube which means many videos from several sources can be seen within each session. Thirdly, the content available within the YouTube environment is unique in its vast depth and breadth which means educators can access more engaging education materials than the traditional materials (Harris, 2011).

In the article written by Starr (2011) advised that most educational lectures slides are made with (Microsoft PowerPoint), YouTube video links easily clipped into the Microsoft PowerPoint presentation or any online learning management (like, Moodle, Blackboard, etc.) by simply coping and pasting the selected video website page URL.

2.3.2 Constraints of YouTube in education.

YouTube offers several positive features but this technology has some challenges as well down here I will list some of them:

Firstly, YouTube simplicity in using makes the one think that educators are no longer necessary, however it is a resource of user generated content and no quality assurance is taken so educators do still play an important role when incorporating YouTube videos and
education as they need to watch the video all the way through before they show it to the class. It is important teachers not surprised with what is being displayed (Clifton and Mann, 2011).

Secondly, Hossler and Conroy (2008) reported that there is a serial risk attached to user generated content in case the content related to medical misinformation. One more risk is that searching for resources may result with a wide range of finding in both type and content. There is also the possibility for this risk with student who might be looking for educational information and find in biased, and more importantly students might miss that the educational information is biased. Freeman and Chapman (2007) reported in their paper the risk of using YouTube videos as a mode of subversive advertising and pointed about the underhand tactics that companies and organisation used to sponsor their products and services. So, it is clearly seen that the potential quality of learning dependent on the resources used. There is a need for researchers to be a literate in Internet and information in order to gain advantage from YouTube as a learning and teaching resource.

Thirdly, using YouTube in the classroom can be a challenge as well, for the reason that when locating a class-related and appropriate material in the huge storage of the online video sharing website can be time consuming and difficult. This is especially when the educator has no particular video clip in mind (Snyder and Sloane, 2009). Snyder and Sloane (2009) mentioned that to improve the search efficiency lecturer should use more appropriate descriptive key words or search for personalized YouTube pages with similar content.

2.4 Wikipedia in education

Wikipedia is a volunteer-driven, web-based encyclopaedia it is a free open content online encyclopaedia. Wikipedia use a collaborative editing environment which is available to everyone with a connection to the internet. Access to Wikipedia’s articles is fully free; no restrictions on who can read the content of Wikipedia. All articles within Wikipedia must reflect a summary of secondary sources “Neutral Point of View”. Each of Wikipedia article is written in over 270 languages (Milne and Witten, 2013). According to Alexa ranking (2015), Wikipedia was the 7th most popular website in the world and 10th in the United Kingdom. It started in 15th of January 2001 by Larry Sanger and Jimmy Wales, However Wikipedia technological and conceptual was made in 1993 by Rick Gates, but the concept of a freedom online encyclopaedia was proposed in December 2000 by Richard Stallman (Janus, 2016). Wikipedia is very old in internet terms, but its age means that its educational advantages are becoming more understood. Now there are so many educational organisation using Wikipedia.org as a platform to develop learners’ education, by developing their critical understanding, digital literacy and collaborative skills (Rainie & Tancer, 2007). Recently, Wikimedia Foundation “an organization was founded in 2003 by co-founder of Wikipedia Jimmy Wales” (Mullin, 2016), announce that more than 6,500 learners all over the world participated in Wikipedia educational program, adding more than of 10,000 articles in different languages (Obar, 2012).

2.4.1 How does Wikipedia work?

The site work through keyword searches where contributors can read and locate the articles, users can access photos, figures and other graphics within the article, as well as follow hyperlinks to resources related to the topic of the article. On creating, the website pages with flags indicate whether the article is out of date or not, if the article have no references
Wikipedia will alert users that the topic materials might be unreliable than the topic’s materials on un-flagged pages (Milne and Witten, 2013).

Wikipedia also accept everyone to be a contributor. Although the registration is not required, the site encourages contributors to create accounts. Wikipedia users can create or edit the entire article, also change the structure of an article and even change the individual sections of articles. Users can add links or images to the article which means that everything within Wikipedia can be changed by other users (Brain, 2005). According to IBM research done by Dikken (2006) there were exceptions of a small minority of Wikipedia articles (0.09%) that marked as “protected” which assigned to entries that are targets of vandalism. Only the site administrators have the authority and rights to delete pages, remove protection status and block users from editing articles. Users who want to make changes to semi protected pages must meet conditions. As an example only registered users who have been register for at least four days. The site is allowing and provides a venue to users with a discussion tab to discuss each article, ways to improve it, structure and its history.

2.4.2 Who is doing Wikipedia?

The use of Wikipedia is pervasive in both outside and inside the academic community. The site has become a primary research tool to students. As one of five student start researching a topic at Google or Wikipedia. However, Wikipedia articles are the first search result most often (Brain, 2005). Some institutions have taken a step to limit the use of Wikipedia after repeating the same incorrect data from several students (Emoran, 2016). At the same time, number of researchers who turn to Wikipedia are increasing (Alexa ranking, 2015) though perhaps a critical eye. The history department of Middlebury College band the use of the site after 6 of the students in the Japanese history class in Neil Waters asserted incorrect data taken from Wikipedia (Cohen, 2007). Meanwhile, some of the academics have adopt Wikipedia as an educational too. The site is seen as “a unique opportunity for educating students in digital literacy” (Okoli et al. 2014).

2.4.3 Wikipedia as a learning tool

Wikipedia site puts control to the user’s hands, and let users decide what topics are covered and at what depth. As the greatest advantage of this website is that its ability to let its contributors to choose what area and what they want to write about. It means in theory Wikipedia contributors only write articles where they are most qualified to do so. Harvard University Professor Yochai Benkler said “This explains why Wikipedia has succeeded and other more traditional business models such as Encyclopaedia Britannica and Microsoft Encarta have failed” (Coomer, 2013).

It is an example of what accomplished work can be done by a group of individuals. If an obscure idea or an emergent term does not show up in a dictionary or almost every traditional encyclopaedia can be easily found in Wikipedia. Also, users can indicate the community interest in a topic by the length of an article. In higher education, Wikipedia have been used in courses such as science, humanities, business and etc. With the use of it, learners can take part in a group work process of revising and creating content in a worldwide context. It also provides opportunities for students to learn beyond the walls of the University’s classrooms. In the academic world, it is important for students to see how the knowledge is created, understand its dynamic and see the knowledge develop over time based on the contributions of other individuals (Peter & Axel, 2006).
The use of Wikipedia in education gives a large measure of transparency about the provenance of information, allowing learners to take part in this evolution and witness it. It blurs the line between creation and consumption of the knowledge, Wikipedia provide student the motivation not only to use, to create. It provides students with research skills by evaluating other information sources against its content (Peter & Axel, 2006).

2.4.4 Academic organisation discredit Wikipedia

Although the founder of Wikipedia website Jimmy Wales once warns reader of his website not to use the website for academic proposes (Young, 2006). Researches shows that most of the students’ brows Wikipedia pages when researching essays. However, a large number of academics and universities distress the service, but why is the academic world and students so antagonistic to this senior information resources? and why learners find it difficult to stay away from the use of it? Academics and Universities discredit Wikipedia for many reasons:

Firstly, the fact that Wikipedia is built on a wiki platform (everyone can create a new article, so not necessarily a world expert) Wikipedia warns not to trust their website (Emoran, 2016). For example, Dr Richard Austen-Baker a Law School academic in Lancaster illustrated this his experience with Wikipedia. He registered with Wikipedia in order to edit an article on his specialist subject the article was about (Relational contract theory). He says the original entry was a “bit raggedy around the edges”. However, the article may well have changed since Dr Austen-Baker made his contributions and this illustrate the danger of open source content like Wikipedia (Young, 2006).

Secondly, editing environment deficient also reliance on Wikipedia. It will discourage the learners from engaging with the real academic writing. Vandalism is also common in Wikipedia such as many examples of public figures and politicians editing articles about themselves to erase unfavourable material, as critics of these individuals have been known to change their page’s content. For example, the BBC article written by Fildes (2007) showed that back in 2007 a new program named ‘WikiScanner’ have discovered employees of companies such as the US CIA had written or edited some of Wikipedia articles in their employer favour.

Thirdly, students cannot rely on information without knowing who even wrote it. Only few contributor and editor provide information about who they are or use their real names. A study undertaken by Mark (2010) explained that in order to evaluate any information on the internet researcher must consider two questions “Who wrote this?” and “Why did they write it?”. However, in Wikipedia, researchers rarely find answers to these two questions.

2.5 Cost of using digital media in education

It has been a revaluation in the media that available for learning and teaching in the past few years, this revaluation has absolutely upended so many of the cost assumptions that made at the past in this field. Until recently cost was the major discriminator that affect the choice of technology. For example, using audio for educational purposes (audio-cassettes, radio) was much cheaper than print, which was also much cheaper than computer-based learning, and computer-based learning was cheaper than video learning (video conference, television). All this kind of media was seen as added costs to regular teaching or very costly to use in order to change face to face learning.
Nonetheless, there has been reduction in the cost of developing all kind of the listed above media (except for face to face learning) because of several factors discussed in the study taken by Bates (2015) such as:

- Fast growing in technologies such as smartphones which enable audio, video and text to be created and shared by end users at low cost.
- Rapid improvement in media software, which make it easy to create and distribute all kind of media by non-professional users.
- The ability to compress large digital media and share it at the internet for cheap cost.
- The increase in the amounts of media-based open educational resources.

So, in general, cost should no longer be discriminator in the choice of media. Student and teacher should choose the mix of media which will best meets their teaching or learning needs and do not worry about the cost. In practice costs would highly vary between and within media, once again depending on context and design.

2.5.1 Cost categories
In the book “Teaching in a digital Age” by Bates (2015) discussed the main cost categories of using technologies and digital media in education as follows:

2.5.1.1 Development of digital media
The creating or developing cost for learning materials by using different kind of media or technologies. There are sub-categories of development costs:

- Copyright clearance: The permission to use third party materials like videos, photos, Etc. here it’s a matter of time rather than money.
- Producing costs: creating a course section in a learning management system such as Blackboard or model or making a video needs time and specialist staff, such as web designers or video production.
- Time as an instructor: The time spent designing and planning a course in addition to development. Your time is money.

Bearing in mind that the development charges are commonly once only or fixed. The development charges are independent of the number of learners. Once media are produced it can be used by any amount of students. Also using open resources can reduce the media development charges quite a lot (Bates, 2015).

2.5.1.2 Delivery of digital media
The cost of the educational activities during the course. And this include the time spent instructing learners, also the instructional time spent on making coursework or assignments. As well as the time of employees supporting delivery like technical support staff.

Due to the expenses of human factors like technical support staff and the instructional time needed in digital media-based learning, delivery charges tend to increase as learners’ number increase. Also, it will be repeated every time the course is on offer. Nevertheless, with the increases of internet-based delivery usually a zero technology cost in delivery (Bates, 2015).
2.5.1.3 Maintenance of digital media.

After creating the course material, the material need to be maintained. Media professionals or Instructional designers can manage some of the maintenance. In context replacement or updating teachers need to be involved. For a single course maintenance, it is not a time consumer. The cost of maintenance usually independent than the learners’ number (Bates, 2015).

2.5.1.4 Infrastructure costs

Which is the overhead costs, like the learning management system licence, video streaming servers and the technology used to capture the lecture. These are very expansive but it could be sheared a cross so many courses, usually they are institutional costs (Bates, 2015).

2.6 Literature review conclusion

The first part of this chapter explained what is meant by digital media in terms of the meaning, how Individual can create media content, the role of computer and the internet in digital media. It then moved to the second part by investigating the digital video learning strategies and considers how educators can transmit types of information to the learners by using digital video. In the third part it determined the usage of YouTube in the education, identified the perception of the benefits of YouTube as a learning source and investigated how YouTube can support learning. It than moved to the fourth part and within this part it investigates the impact of the site which buts control to the user’s hands Wikipedia in education by identifying the implementation and why it is discredited by academic organisation. Finally, the fifth part of this literature review reviewed the costs assumptions of using digital media in education.

The findings from the literature review will be amalgamated in order to produce a set of questions to pose against the findings from the primary research.
CHAPTER 3. Methodology

3.1 Methodology introduction

The Methodology chapter sets out the relevant methodologies which is surrounding the use of this dissertation secondary and primary research elements. Suitable explanation of individual methods and methodologies will be made, the primary research result will help towards the achievement of research aims and objectives. The structure of the methodology used in this study is presented in flow chart below.
3.2 Ethical considerations

3.2.1 Ethics Approval

In order for any research to minimise the risk of harms and result in benefit, especially those researches that conduct a primary research element, it must be conducted ethically. However, Cardiff Metropolitan University ensure that all the researches associated with humans and involve human participants carried out by the university students conforms to the highest ethical standards. The ethical approval was obtained from the Research Degrees Committee within Cardiff School of Management at Cardiff Metropolitan University. A copy of the Ethical Form which was submitted to the Research Degrees Committee, Cardiff Metropolitan University. The granted ethical approval can be found in Appendix A.

3.2.2 Information Sheet

The information sheet was the first page that these study participants saw when opening the questionnaire link. This sheet was an important part recruiting the research participants. It ensured that participant have enough information to make a decision whether they participate and take part in the research or not. This research information sheet gave a brief and clear summary of the research process. It was presented to the participants in an understandable language. A copy of the research information sheet can be found in Appendix B. After completing reading the first page (information sheet), it then moves to the second page which was a Consent Form.

3.2.3 Obtaining Consent

Participant consent form means the acceptance of a participants to take part in the study without any force to participate or undue inducement or duress, fraud or any other constraint. Enough information was showed in a clearer understandable language so that the participants’ students can make a judgment about participation. The consent was obtained in a form of agreement in order to proceed to complete the questionnaire. A copy of the participant consent form can be found in Appendix C.

3.3 Research design

3.3.1 The Secondary research

This assessment secondary research was conducted via gathering different theories from authors and different reports which have been published before (Chapter 2). The Literary review was gathering information from several sources and different authors regarding the use of interactive digital media in education, especially YouTube and Wikipedia and their associated benefit. Individual sections of the literature review correspond to the viewpoints of the definition of digital media, digital video learning, YouTube in education, Wikipedia in education and the cost of using digital media in education. Accordingly, books, online journals, articles were used frequently to gain perspective on long standing issues with digital media.
3.3.2 The Primary research

The secondary research is a foundation for the primary research. The primary research act to shift the use of digital media like YouTube and Wikipedia in education. One primary research was used in this study which is an online questionnaire for learners. This research used quantitative research techniques to enable the collection of data surrounding perceptions and views that students held about digital media in education. Creating ideas collected from the data, measuring patterns and evaluating the usage of digital media by learners. Besides, a statistical analysis showed the disparity between learners using digital media in their education.

3.3.2.1 Questionnaire Design

The questionnaire was developed from the analysis of current literature within given domain data. The aim of the questionnaire was to gain quantitative data to obtain information on the use of digital media in education. The questionnaire was distributed among students between March and April 2016 to collect primary data. The questionnaire was administered online, using questionnaire website software provided through e-SurveyCreator.com. The questionnaire was designed online using the proprietary service which provided by the website. It was in a simple type as it used closed question type only such as (multiple choice questions). Questionnaire was designed in a user-friendly way and the expected estimated time to complete each questionnaire was from 2 to 3 minutes. The students participated are to provide data about their research habits, experiences, and the hurdles which they faced while using digital media in education. This questionnaire was sampled to students from all majors (such as Business studies, Information system and Computing) and different years of study (i.e., First year, Second year and Third year).

The domain of the questioner include the following:

- **Gender**: Participations are to specify their gender by choosing either male or female to relate the result to the gender of the participant.
- **Age**: Participations are to specify their age by writing it in a single line text box.
- **Level of study**: Single selection answer where participations are to specify their level of study by choosing either undergraduate or postgraduate. This domain was established to relate academic literacy with the current use of digital media like Wikipedia.
- **Course**: Participations had the opportunity to specify their course by writing it in a single line text box. This domain was used to explore the usage of digital media and different types of courses.

3.3.2.2 Data Collection

The questionnaire was distributed to students enrolled in different universities in the United Kingdom and outside the United Kingdom to gain quantitative information on how their current and potential use of digital media in education. Participants had the chance to withdraw without penalty or explanation. The participant was not able to see the overall results during the questionnaire active time to avoid any influence of previous participants’ responses in the upcoming participation. Yet, each participant was provided with the email of the researcher to contact if the participant was interested to have a summary of the results.
3.3.2.3 Data Handling

The data was stored in a password protected external hard drive. The data collected anonymously and no participant was identifiable throughout the data collection, Data handling, and data analysis with a unique answer ID number. Once the data analysis completed the data was stored in the securely password protected computer system.

3.3.2.4 Data Analysis

After each completion of the questionnaire by a participant, the data was automatically updated by the web site software the data could be downloaded in Microsoft Excel 2011 format. The results of the questionnaire were analysed using (Microsoft excel 2011) to gain descriptive information for discussion.
CHAPTER 4. Research findings

This chapter aimed to collate and present the gathered primary data in order to fulfil the research objectives. The following section was created to display the finding gathered in the primary research, which was the study questionnaire.

4.1 Students questionnaire

An online questionnaire was used to gauge the student’s opinion regarding the use of digital media in education. It was disrupted to students inside the United Kingdom and outside the United Kingdom all the students are university enrolled. Results from the study are as follows.

4.1.1 Question 1

From the 50 students questioned in this study, 39 (77.55%) of them were males and 11 of them (22.45%) were females. Figure 1 below shows the responses to the first question.

![Gender Pie Chart]

*Figure 1. Percentage of males and females participated in this study.*

4.1.2 Question 2

Participants ranged in age of 18 years old to 35 years old, which was the expected normal university student age. Most student over age 25 were postgraduate, students under 25 were undergraduate.

4.1.3 Question 3

From the 50 students questioned in this study, 30 of them (60%) were undergraduate and 20 students (40%) were postgraduate. Figure 2 below shows the responses to this question.
Different students doing different courses participated in this study. These courses included: Software Engineering, Business and Management, Business Psychology, BSc Clinical Dermatology, Mechanical Engineering, Computer science, Business Information Systems and many other courses.

4.1.5 Question 5

The fifth question was asked to obtain knowledge about how often students watch videos for educational purposes. Participation were able to answer this question either by Yes or No. 45 students (90%) watched videos for educational purposes and only 5 students (10%) answered they did not watched any video for educational purposes. These figures are reflected in figure 4 below.

4.1.6 Question 6

The sixth question was asked to identify and explore knowledge about individual's participation and creating their own educational videos and commentary to the Internet. 30
out of the 50 students (40%) stated that they created and uploaded videos to the internet and the rest of students (40%) answer this question with no.

The final part of question six which asked to which online video shearing web site participants have upload their videos. 80% of the respondents stated that they uploaded their videos to YouTube.

4.1.7 Question 7

Question seven asked students to identify how often they have engaged through visually-stimulating videos such as Ted talks. 15 of the participated students (30.6%) answered “often” and 15 students (30.6%) answered “sometimes” and 15 students (30.6%) answered “rarely” and only 8 students (8.2%) of participants answered “never”.

Figure 4: Percentage of student who have uploaded videos for educational purposes.

Figure 5: Percentage of student engaged through visually-stimulating videos.
4.1.8 Question

Question eight asked if it is simpler to recall something seen than heard. This question examined whether it is easier to memorise things that students see such as videos or heard like the lecturer voice. Unexpectedly, most of the questionnaire respondents 44 students (90%) answered this question with “Yes” and only 5 of the participated students (10 %) answer with “No”. Figure 6 below shows the responses to this question.

![Chart 1: Is it simpler to recall something seen than heard?](image)

Figure 6: Is it simpler to recall something seen, than heard.

4.1.9 Question 9

Question nine asked students whether it is possible for learners who do not have enough experience in term of searching the internet those who in the developing world and recently had internet access. From the 50 students questioned, 36 of them (73.5%) answered this question with “yes, students must be literate in Internet and information in order to benefit from YouTube as a learning resource”. The rest 13 students (26.5%) disagreed with this statement. Figure 7 below shows the responses to this question.

![Chart 2: Is it possible for learners without internet experience to benefit from YouTube?](image)

Figure 7: Percentage of student who think in order to benefit from YouTube you need have experience in term of searching the internet.
4.1.10 Question 10

This question was asked to investigate how frequent students use Wikipedia where participants were able to specify how often by choosing one of the following choices: Always, frequently, Occasionally, Never or Don’t Know. 10 students (20.4%) of the questionnaire respondents reported that they always use Wikipedia and 13 students (26.5%) answered they used Wikipedia frequently even if the founder advised not to use it in educational purposes. However, more number of students (36.7%) reported that they used it occasionally. Far fewer of the respondents (2%) said that they never used it. This result shows that only few students can stay away from Wikipedia. The rest of respondents (12.2%) answered with “don’t know”. (Figure 8 below).

![How frequently students use Wikipedia](image)

*Figure 8: percentage shows how frequently students use Wikipedia during the course process.*

4.1.11 Question 11

Research shows that students use the help of Wikipedia in education for a variety of reasons. This question was asked to explore what reasons students refer more to use Wikipedia and what motivates them to use it. In this question students had the opportunity to answer the question with several reasons (including more than one reason). 20 students in this study (40.8%) said they used it to obtain a summary or a background information about a topic and to get started to assignment, (24.5%) of the students said they refer to use it when they want to find a meaning of terms, (10.2%) stated that they used it because of its comprehensible explanations, (12.2%) said Wikipedia has certain advantages in researching over the citation at bottom of entry, (10.2%) reported that they used it to figure out search terms by having an idea about what are they going to write about, the reason behind Wikipedia volunteer-driven, web-based encyclopaedia makes it up-to-date (10.2%) of the respondents reported they use it because it’s up-to-date entries, as unexpected only (4.1%) of the students report that they refer to Wikipedia because it is more credible than other websites, (26.5%) respondents reported that they refer to Wikipedia because it's interface were easy to
understand and use. Finally, (20.4%) of the participants students referred to use it because it is peer-to-peer (p2p) source. Figure 9 below shows the responses to this question more clearly.

4.1.12 Question 12

This question was asked to obtain understanding by knowing how the volunteer-driven, web-based Wikipedia fits into the research process. In this question, participants were able to identify in which stage of research they used Wikipedia. This question characterised Wikipedia in 5 steps in student research process and Participants were able to choose from the 5 choices. Only 8 out of 50 students (16.3%) did not use Wikipedia in research, most of the students 20 of them (40.8%) reported they use it at very beginning, to a lesser degree 12 students (22.4%) said they used it near the beginning, another more 9 students (18.4%) stated that they used it toward the middle of the research. However, few students in this questionnaire (8.2%) reported they used it at the end of their researches. The rest of students (16.3%) did not use it at all. see figure 10 below.
4.1.13 Question 13

The final question of the questionnaire asked students to identify which resources they turned to when obtaining a background about a topic. Participants are to choose as many resources they use. The vast majority of participants (81.6%) selected Google search engine which showed the power of digital media in education. (22.4%) of the students referred to their course work when obtaining a background about a topic. (28.6%) of the students turned to libraries, (20.4%) said government web sites. Only (6.1%) said they used their personal collection, (4.1%) of the students said they referred to other resources such as Google Scholar and Scopus.
4.2 Findings Conclusion

This chapter showed the participants’ responses and statistics which gathered through the primary data stage. The data was compiled from the study questionnaire. The result displayed will be used in the next chapter in order to accomplish a meaning and ultimately complete the aim and objectives of the study.
CHAPTER 5. Discussion

This Chapter will discuss and evaluate the data collection and compare it against the theories gathered in literature review (Chapter 2) in order to get a perspective upon the finding. I acknowledge that my results are not generalisable to all the students. However, this analysis reflected the digital media usage in education and showed consistent responses and robust relationships among variables from a large sample of universities students with different majors.

- In general, this study found majority of the student participated were benefiting from the use of digital media like YouTube and Wikipedia in their education.

- Although some articles like the one discussed in the literature review (Chapter 2) by E. Moran (2016) suggested that the use of Wikipedia banned in the academic world and showed reasons not use Wikipedia in any academic work and showed that some academic institution are trying to limit the use Wikipedia as well as the founder of Wikipedia website Jimmy Wales once warns reader of his website not to use the website for academic proposes (Young, 2006) this study have found that majority of the student still cannot stay away from Wikipedia. As many undergraduate and postgraduate university’s students refer to use it to for several reasons like obtaining a summary, get a background about topic, get started to assignment as well as the comprehensible explanation Wikipedia provide to students about any fuzzy subject. This might be explained as a consequence of the affordances of using Wikipedia as a learning tool which have been covered in the literature review (Chapter 2) by Coomer (2013) and Peter and Axel (2006).

- Even with the constraints of using YouTube for teaching and learning showed in the literature reviewas (Chapter 2) such as the one by Hossler and Conroy (2008) he discussed the serial risk attached to user generated content like in YouTube in case the content related to medical misinformation. That is not really how medical students who participated in this study see it. The findings suggested that many students still refer to YouTube if they do not understand a topic and (80%) of the students participated who have uploaded educational videos upload it to YouTube. Which might be explained by the advantages of using YouTube as a teaching and learning tool showed in the literature review (Chapter 2) by Harris (2011) and Starr (2011).

- In the article written by Hotchkiss (2014) discussed that it is easier for students to remember something seen such as digital videos then heard, and Rivas (2014) proposed that “It is one thing to hear about how something works, and another to see it, or do it with your own hands.” In the other hand 5 students out of 50 participated students (10%) disagree with this statement which may be explained by different people have different memory as well as the motivation plays an important part in recalling something. Students are more likely to recall something that they have a keen interest in than something they just sow or heard (Zimmerman, 2014).

- Freeman and Chapman (2007) reported in their paper the potential risk of using YouTube videos as a learning tool because of the underhand tactics that companies and
organisation used to sponsor their products and services. So, they conclude with that it is clearly seen that the potential quality of learning dependent on the resources used. So, there is a need for the researcher to be a literate in the Internet and information in order to gain advantage from YouTube as a learning and teaching resource. These research findings revealed that 36 students out of 50 students (75%) disagree with the idea proposed by Freeman and Chapman (2007).

5.1 Discussion Conclusion

From the dissuasion and the evaluation of the primary data and compare it against the theories gathered in literature review and other sources. It can be seen that these research objectives have been fulfilled.
CHAPTER 6. Conclusion

This Chapter sets out the conclusions drawn of the discussion and analysis of the primary, secondary data, along with associating the conclusions to the research aim and objectives in order to accomplish them. It then discussed some recommendations and validity of the research.

6.1 Research aim

The aim of this research dissertation is to identify the use of digital media such as YouTube and Wikipedia in education for university enrolled students from different courses and different level of study.

I believed that through, each research objective was achieved and the aim of this has been fulfilled.

6.2 Research objectives

Objective 1: To investigate whether students are benefiting from digital media like the online video sharing Internet website YouTube.

This objective was completed through underpinned the primary research findings to evaluate whether students are benefiting from the use of YouTube in education. The secondary research was a base for the findings from the online student questionnaire to be compared against it. Several questions were asked to assess the use of YouTube in education. Ultimately the fifth and sixth questions of the questionnaire asked if students watched and uploaded a video for educational purpose and to which website they have uploaded the video, the majority of students (90%) have watched and (60%) of them have uploaded videos and from the (60%) participating student (80%) suggested that they have uploaded the videos to YouTube. Realises this objective.

Objective 2: To analysis the impact of using digital media such as the volunteer-driven, web-based encyclopaedia Wikipedia in education.

Once again the literature review underpinned the primary research results to evaluate the implementation of using Wikipedia in education. The secondary research was a base for the result from the online student questionnaire to be compared against it. Different question where asked to assess the implementation of Wikipedia on students. Eventually the 12th question of the questionnaire asked student to identify how frequently they use Wikipedia during the course process, minority of the participant students’ (2%) answer that they never use it. Furthermore, the 13th question ask student to specify what motivates them to use Wikipedia, More than any other reasons 20 students (40.8%) said they use it to obtain a summary or a background information about a topic and to get started to assignment. The next question asked students in which stage of research students use Wikipedia, majority of responses answered they use it at very beginning of the research and near the beginning. Realises this objective.
6.3 Recommendations.

Based on the findings of this study, the recommendation may include the following:

- YouTube is a user generated content, so be sure to watch the video all the way through before teachers show it to the class. It’s important that teacher not be surprised with what is being displayed.
- Try to limit the searches to respected YouTube channels, as most established educational organisations such as TED, Steve Spangler Science and many others educating organisation are getting involved with YouTube.
- When teachers choosing videos for the classroom they should keep them short, this gives them more time to what is being displayed.
- Many teachers download videos from YouTube to show them in classrooms if YouTube is blocked in the institution they which they work for. However, according to YouTube terms of use it is it is illegal to download any videos unless the download link is provided. So, do not take a risk and download videos without the video creators’ promotion.
- Students are not to use Wikipedia just because it is listed first in the web search result. It is always batter to explore several results so, you can set the credibility and usefulness of each.
- Do not site use Wikipedia as a reference, with Wikipedia editing environment you do not know who has edit. Even Wikipedia itself advice student to not site any Wikipedia articles.

6.4 Research reliability and validity

Questionnaire assistance was not assistant because it was online questionnaire. So, it might be true that some of the questions were misunderstood, and so some data may have been erroneous and invalid. However, with the large sample participant students, it is thought that this irregularity would have had a negligible effect on the results.
CHAPTER 7. References


# CHAPTER 8– Appendices.

## Appendix A

Submitted Ethical Approval Form

**PART ONE**

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Kadhem Husain Shehabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Mostafa, Mohamed</td>
</tr>
<tr>
<td>School / Unit:</td>
<td>CSM</td>
</tr>
<tr>
<td>Student number (if applicable):</td>
<td>ST20030188</td>
</tr>
<tr>
<td>Programme enrolled on (if applicable):</td>
<td>BSc (Hons) Software Engineering</td>
</tr>
<tr>
<td>Project Title:</td>
<td>The use of digital media like Youtube and Wikipedia in education.</td>
</tr>
<tr>
<td>Expected start date of data collection:</td>
<td>11-3-16</td>
</tr>
<tr>
<td>Approximate duration of data collection:</td>
<td>10 Days</td>
</tr>
<tr>
<td>Funding Body (if applicable):</td>
<td>N/A</td>
</tr>
<tr>
<td>Other researcher(s) working on the project:</td>
<td>NIL</td>
</tr>
</tbody>
</table>

| Will the study involve NHS patients or staff? | No |
| Will the study involve taking samples of human origin from participants? | No |

**Does your project fall entirely within one of the following categories:**

| Paper based, involving only documents in the public domain | No |
| Laboratory based, not involving human participants or human tissue samples | No |
| Practice based not involving human participants (eg curatorial, practice audit) | No |
| Compulsory projects in professional practice (eg Initial Teacher Education) | No |
| A project for which external approval has been obtained (e.g., NHS) | No |

If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required. If you have answered NO to all of these questions, you must complete Part 2 of this form.
In no more than 150 words, give a non-technical summary of the project

Education, is like many other aspect of humans lives, has had to adopt to the changing times and the advances in technology. The use of digital medial like YouTube and Wikipedia in aid to educate the future of the world has become more and more prevalent, and becoming a way all teachers could benefit educating their students. This research will explain how learning with media as a complementary process within which representations are constructed and procedures performed sometimes by the learner and sometime by the medium. It then moves on investigate the advantages and disadvantages of using digital media in education and considers how media educators can respond to the new challenges and opportunities and the strategies used in using digital media for education. As well as getting a better knowledge, from a learners and organizational point of view. Finally this research going to use questionnaires for students and teachers in Cardiff to collect primary data and will be developed from the analysis of current literature within the given domain.

DECLARATION:
I confirm that this project conforms with the Cardiff Met Research Governance Framework

I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disseminate any material produced as a result of this project without the prior approval of my supervisor.

Signature of the applicant:  
Kadhem Shehab  
Date:  

FOR STUDENT PROJECTS ONLY

Name of supervisor:  
Mohammed Mustafa  
Date:  

Signature of supervisor:  

Research Ethics Committee use only

Decision reached:  
Project approved  
Project approved in principle  
Decision deferred  
Project not approved  
Project rejected  

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**PART TWO**

### A RESEARCH DESIGN

<table>
<thead>
<tr>
<th>A1 Will you be using an approved protocol in your project?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 If yes, please state the name and code of the approved protocol to be used</td>
<td>N/A</td>
</tr>
<tr>
<td>A3 Describe the research design to be used in your project</td>
<td>The secondary research is a foundation to the primary research. One primary research will be used which is an online questionnaire for students it is going to act to shift the use of the digital media like YouTube and Wikipedia in education. It will use a quantitative research techniques to enable the collection of data surrounding the thoughts and perceptions students held about digital media in education. <strong>Questionnaire</strong>&lt;br&gt;The questionnaire will be developed from the analysis of current literature. It will be distributed between March and April 2016 to both undergraduate and postgraduate university students collect. The questionnaires will be administered online, using questionnaire website software provided through e-SurveyCreator.com. It will be designed online using the proprietary service which the website provide. Questionnaire will be in a simple type as it is going to use close question type only such as (multiple choice questions) and it is will be designed in a user-friendly way and the expected estimated time to complete each questionnaire from 2 to 3 minutes. The students participated are to provide data about their research habits, experiences, and the hurdles which they faced while using digital media in education. All data will remain confidential and will be stored securely in a password protected computer system. All participants will remain anonymous; any data provided will not be traceable back to specific people. Furthermore, a statistical analysis will show the disparity between students using Digital media in their education. After each completion of the questionnaire the data will be automatically updated by the Web Site software and could be downloaded in Microsoft Excel 2011 format. The results of the questionnaire will be analysed using (Microsoft excel 2011) to gain descriptive information for discussion.</td>
</tr>
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<table>
<thead>
<tr>
<th>A4 Will the project involve deceptive or covert research?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A5 If yes, give a rationale for the use of deceptive or covert research</td>
<td></td>
</tr>
</tbody>
</table>

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1 An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here
A6 Will the project have security sensitive implications? | No
A7 If yes, please explain what they are and the measures that are proposed to address them | N/A

<table>
<thead>
<tr>
<th>B PREVIOUS EXPERIENCE</th>
</tr>
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<tbody>
<tr>
<td>B1 What previous experience of research involving human participants relevant to this project do you have?</td>
</tr>
<tr>
<td>Research on the use of “Turnitin” was made by me in the Foundation year.</td>
</tr>
<tr>
<td><strong>B2 Student project only</strong></td>
</tr>
<tr>
<td>What previous experience of research involving human participants relevant to this project does your supervisor have?</td>
</tr>
<tr>
<td>Over number of year of student dissertation and research at both undergraduate and postgraduate level.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C POTENTIAL RISKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 What potential risks do you foresee?</td>
</tr>
<tr>
<td>Risk 1- Questionnaire data lose.</td>
</tr>
<tr>
<td>Risk 2-Participant may not take it seriously.</td>
</tr>
<tr>
<td>C2 How will you deal with the potential risks?</td>
</tr>
<tr>
<td>Solution 1- All data will remain confidential and will be stored securely in a password protected computer system.</td>
</tr>
<tr>
<td>Solution 2 - Questionnaire will be designed in a user-friendly way and will not be long.</td>
</tr>
</tbody>
</table>
Appendix B:

Participant Information Sheet:

Reference number: 2015D0611

Title of Project: The Use of Digital Media like YouTube and Wikipedia in Education

Guardian Information Sheet

This project is an attempt to understand the effectiveness of *The Use of Digital Media like YouTube and Wikipedia in Education*. Commissioned by Cardiff School of management at Cardiff Metropolitan University. The project is an evaluation of whether Digital media like YouTube and Wikipedia is benefiting education as it might.

There are two areas that the project will examine:

(i) Whether the digital media is benefiting you and your learning or not.

(ii) As a learner, what is your experiences with Digital Media in Education?

The evaluation of the result will be presented as a report.

**What happens to the results of the evaluation?**

The result that are taken will be stored securely in locked filing cabinets at the University. There will be no names, but we need to keep a record of the codes to compare each learner result. We will present this information together for all of the participation, but there will be no description that would identify individuals. We don’t intend to talk to learners we will also remove any description of you, where you live, and so on. You will not be identifiable in this part of the work either.

**What happens next?**

There are also one more form to complete. It is for you to give permission to be involved in this research by completing a questioner paper.

**How we protect your privacy:**
As you can see, everyone working on the study will respect your privacy. We have taken very careful steps to make sure that you cannot be identified from any of the information that we have about you. All the information about you will be stored securely away from the consent form. At the end of the study we will destroy the information we have gathered about you. We will only keep the consent form with your name. We keep these for ten years because we are required to do so by the University.

**Why you?**

You are being asked because we think you might be someone who using Digital Media in teaching or learning.

**Do I have to?**

No, you don’t have to complete the questioner Paper. No-one is forcing you. That’s fine. There’s no problem, just tell us.

**What do we do?**

When we’ve got our information we will write a report about the effectiveness of The Use of Digital Media like YouTube and Wikipedia in Education.

**Further information**

If you have any questions about the research or how we intend to conduct the study, please contact us. Mr, Kadhem Husain Alshehabi, Software Engineering student st20030188@cardiffmet.ac.uk

* Ethics committee

Email: momostafa@cardiffmet.ac.uk
PARTICIPANT CONSENT FORM

Reference Number: 2015D0611

Title of Project: The use of digital media like YouTube and Wikipedia in education.

Name of Researcher: Kadhem Husain Shehab

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

3. I agree to take part in the above study.

_______________________________________   ___________________
Signature of Participant

_______________________________________  ___________________
Date
Appendix D:

Student Questionnaire:

The use of digital media like YouTube and Wikipedia in education - Survey

Gender: ____________________ Level of study: ____________________
Course: ____________________ Age: ____________________

1. Have you ever watched any video for educational purpose?
   Yes ☐ No ☐

2. Have you ever uploaded any video for educational purpose to the internet?
   Yes ☐ No ☐
   If yes, to what website you uploaded the video?
   ____________________

3. How often do you engaged more through visually-stimulating videos and presentations (e.g. TED Talks)?
   ○ Often
   ○ Sometimes
   ○ Rarely
   ○ Never
4. Is it simpler to recall something seen, than heard?
Yes [ ] No [ ]

5. Do you need to be literate in Internet and information in order to benefit from YouTube as a learning and teaching resource?
Yes [ ] No [ ]

6. How frequently do you use Wikipedia during the course?
- [ ] Always
- [ ] Frequently
- [ ] Occasionally
- [ ] Never
- [ ] Don’t Know

7. What motivates you to use Wikipedia?
- [ ] Get started to assignment
- [ ] Obtain a summary
- [ ] Interface is easy to use
- [ ] Find the meaning of terms
- [ ] Comprehensible explanations
- [ ] Citation at bottom of entry
- [ ] Finger out search terms
○ Up-to-date entries
○ More credible than other websites
○ Peer to peer source

8. At which stages of research you use Wikipedia?
○ Very beginning
○ Near beginning
○ Toward middle
○ At the end
○ Don’t use
○ Don’t Know

9. Which resources do you turn to more for obtaining background about a topic?

1. Course readings
2. Google
3. Librarians
4. Government Web sites
5. Personal collection
6. Friends
7. Other search engines