

The Evaluation Of Using You-Tube Program Throughout Teaching The Common First Year Courses At King Saud University In Riyadh, Saudi Arabia

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ABSTRACT

YouTube has become an important virtual resource enabling teachers and students to access education from anywhere in the world and assisting in the field of education generally. The aim of this study was to examine the evaluation of using You-Tube among teachers who teach the Common First Year courses at King Saud University in Riyadh, Saudi Arabia. The study utilized a developed questionnaire which design based on a quantitative research approach. The study sample composed of (64) lecturers working in Common First Year at King Saud University in the first semester of the academic year (1440 – 1441 Ah/ 2019). This study utilized frequency and simple percentages to analyze the collected data. Findings have shown that YouTube awards teachers an overview of the tasks of educational content. Furthermore, YouTube assists teachers in managing their educational content easily and effectively. There is a scarcity of international studies that focus on the use of YouTube in the field of education particularly in Saudi Arabia. Designing and conducting this study is extremely important as it may contribute to the improvement of education and effective teaching and learning in Saudi Arab. This is one of the few studies that conducted on this specific topic nationally and internationally.

Keywords: YouTube. Common First Year. King Saud University. Saudi Arabia.

Abbreviations Information Communication Technology. King Saudi Arabia

Introduction

Technology has a notable role in language learning and teaching. Several websites and online materials for learning, as well as databases and search engines which constitute an incredible source of information offered by technology that motivates students to learn and keeps them engaged for a long time. When the students continue educational watching clips, the clips assist

students to learn better (Maness 2004).

Thus, the integration of ICT into all aspects of education has been included. This means that education generally should not be limited to textbooks, instead technology should be applied within classrooms for students (Ministry of Education & Saudi Arabia 2004). Also, because of the certainty of the benefit of integrating ICT information communication technology in education, the Saudi government has introduced a national initiative to introduce information and communications technology in all levels of education (Ministry of Education & Saudi Arabia, 2004). The educational processes should also include the application of ICT in teaching and learning, where appropriate. In order to keep pace with technological development, education members should work to introduce ICTs in the classroom (Boundless 2015). The demand for digitally qualified teachers has increased in digital societies to integrate ICT for educational purposes (Instefjord & Munthe 2017).

In recent times, the use of online information and video-sharing platforms, such as YouTube has become important for several fields including education. Several educational institutes supply students with a set of modern technological tools that these institutes permit students to access the Internet while students learn in the classroom. For example, the use of technology in presentations in education, especially in the classroom, has become important. The use of technology has progressively become a powerful aid for educational replacement and reform in education (Fu 2013).

Previous research has investigated a connection between teachers' level of digital competence and their technologies use in education. Consequently, exploratory researches such as those by Law and Chow (2008) and Tejedor and García-Valcárcel (2006) have discovered that teachers' technologies knowledge is a notable predictor of technology use in education (García & Cantón 2019).

Recently, education has relied on ICT as one of the sources of obtaining information. Teaching and learning activities that incorporate different digital devices and platforms are becoming more prevalent, such as Google search engine, wikis, blogs, YouTube audio and video files, and WhatsApp instant messaging that encourage self-regulated learning through continuous reflection when used by teachers (Cano & Cabrera 2013; Jung & Lee 2015 and Terlemez 2016); that they expand the classic space limitations and time in traditional education (García & Cantón 2019); and that they enhance student satisfaction with learning, smooth comprehension of the subject matter studied and progress academic achievement (Biberman-Shalev 2018; Fernández & Pérez 2015).

YouTube allows uploading, sharing and discussing video clips to users all over the world as YouTube is the largest online video platform in science launched for the first time in 2015 (Lin & Polaniecki 2009). YouTube has transformed from a tool used to exchange knowledge by teachers in academic settings in order to support collaborative learning or as a tool for teaching and learning

in general rather than being used outside the school only (Gómez 2017). Furthermore, according to the Pew Internet and American Life Project (Madden 2009), 89% of 18-29-year-olds use online video platforms as YouTube, with 36% of them watching educational videos or movies on a daily basis. For instance, YouTube video and audio files have demonstrated valuable in teaching arts of teaching at professional levels (DeWitt et al. 2013).

Background

Numerous studies emphasized that videos have an inherent instructional affordance for teaching and learning processes. For instance, Adhikari et al. (2016) stated that YouTube is widely used as source of information, and that when quality videos are posted by professional organizations and governments, they can add value by providing detailed and accurate information. Online video content may help students and increase their grasp of educational concepts and arouse an overall interest in learning (Bardakci 2019). Several studies propose that a significant number of technologies and online materials can be integrated into traditional English foreign language classrooms. On the same track, the present study focuses on using YouTube videos and audio tracks as a comprehensive technique to acquire speaking skills through imitation. Hamad M. Mona (2017) investigated using WhatsApp as a very effective techniques that enhanced students learning and enthusiasm, and helped them to develop learning skills. YouTube videos and tracks were sent using WhatsApp to the students to make materials available to them. YouTube supplies limitless opportunities to maximize learning for language students and “has the potential to anchor instruction in such rich learning contexts” (Bonk 2008, p. 10).

The combination of the aural input with the visual images on YouTube has encouraged many educators to adopt it as a teaching tool in their classes. The language learners can receive the utterance and visual stimuli simultaneously, which can enhance their language learning skills as well as their vocabulary comprehension. In addition, using videos to improve students’ vocabulary recognition and comprehension provides language learners the exposure to authentic content and context, thus the learners can improve their language skills. Research on the application of YouTube in language classrooms has shown significant findings that encourage its use with systematic planning. However, studies on the effectiveness of YouTube in vocabulary teaching and learning are very limited (Kabooha & Elyas 2018).

Few studies have been conducted in relation to utilize the YouTube program in teaching session. One study undertook in Saudi Arabia in Najran in 2016 found that YouTube has a realistic effect on cognitive development and in the teaching of computer skill on the students (Ebied et al. 2016). Furthermore, in the same country, but in another city in 2015 the major findings yielded that using YouTube in education has huge benefits (Alwehaibi 2015). Moreover, in South Africa in 2013 study conducted showed that the use of YouTube videos in class was a success and the majority of the respondents would agree that using videos to illustrate concepts is an effective teaching method and would recommend this teaching method to be used in other courses (Roodt

2013). Another study in Morocco in 2018 noted that students have used YouTube videos as a source of information in education (Maryam & Naseimah 2018). This study is, therefore, not investigating in secondary schools, it investigates in University in Riyadh. For this reason, this study is first look to evaluate the benefit of using YouTube program in education field.

Problem of research

The overarching concern motivating this paper is that Saudi Arabian universities should be using the latest educational technology in order to be able to keep pace with the progressing of universities in developed countries. This concern is based on the assumption that the different types of educational technology that exist can be useful and serve different educational goals (Almalki & Williams 2012).

Educational videos have such an impact methods of teaching on universities therefor, universities have changed the traditional way of teaching by relying on YouTube instead of books. The content created by educational technology experts awards teachers the confidence to use the educational curricula which is available on YouTube (Almobarraz 2017).

The main problem facing this research is that the issue teachers have not used properly enough YouTube in education. If teachers in universities do not use YouTube while explaining courses, it is not possible to meet the modernistic educational goals needs. Unfortunately, at present, there is not sufficient information about using YouTube in education. This research is an effort to deal with this problem through the collection of essential information about using YouTube at universities (Ismail et al. 2010).

Important

This first study is conducted at King Saud University (KSU) in Riyadh, Saudi Arabia. The aim of applying this study on the undergraduate level is that provide useful information that assists in improving education in general and university education in particular. The results of this study help increase the awareness of educators on the use of modern technology in education such as YouTube.

Methods

1. Amis:

The objective of this study was to examine the evaluation of using You-Tube program among teachers in teaching the Common First Year courses at KSU in Riyadh, Saudi Arabia.

The specific aims were to:

1. To investigate about why using YouTube throughout teaching at KSU.

2. 2. To explore the benefits, you gain when using YouTube throughout teaching at KSU.
3. To point out Knowing the effectiveness of using YouTube clips throughout teaching at KSU.

2. Design

A cross-sectional design was used to evaluate the use of YouTube among teachers in teaching the Common First Year courses at KSU in Riyadh, Saudi Arabia. This study data was collected using self-administered questionnaires. The quantitative approach took the form of a questionnaire in which respondents answered questions about the evaluation of the use of YouTube as well as demographic factors such as age, qualifications and gender.

3. Study Setting

The study was conducted at University of King Saud, Saudi Arabia which is the biggest University in Saudi Arabia and located in the capital city which is Riyadh. Establishing Saudi Arabia's first university was a response to the educational and professional needs of a young nation. Abdulaziz Al-Saud, proclaimed the King in 1932, and began laying the foundations for modernizing his country and establishing an educational system. The Kingdom's first institute of higher education, KSU, was subsequently opened in Riyadh in 1957. Students began studying in the College of Arts in the 1957-58 academic year. Since that time, KSU has gone through many stages of developments, and its administrative organization has developed and adapted according to the diverse needs and expanding role of the nation. in This University enrolled different international students who studied in varieties colleges. For example, some of them studied in College of Humanities, College of Engineering, College of Food and Agricultural Sciences, College of Computer and Information Sciences, College of Architecture and Planning, College of Business Administration, College of Medicine, College of Pharmacy.

4. Population

Both male and female lecturers who are working in Common First Year at KSU were invited to participate in the study. The number of lecturers according to recent statistics from the University is approximately 132 lecturers.

5. Sampling:

A convenient sampling was used to recruit participants. The participants in the current study were male and female lecturers working in Common First Year at KSU and who taught the courses for students in first semester of the academic year (1440 – 1441 Ah/ 2019).

6. Inclusion criteria:

The inclusion criteria was limited to lecturers working at KSU, teaching the First Common Year and its courses, regardless of gender, experience, education degree and age. The study focused on courses in level I, the study applied in first semester of the academic year 1440 – 1441 Ah/ 2019. All respondents were both male and female Arabic/English speakers and the questionnaires were conducted in Arabic/English over a three-month period 2019.

7. Instrument

This study utilized a developed questionnaire. According to the current study context of the educational system has performed this study over one module (thirteen weeks). The kind of questionnaire used in this study was, as noted, a structured, self-administered questionnaire based on previous pre-existing examples used in the field (Great Britain, Skills, & Technology, 2002; Hayward, Alty, Pearson, & Martin, 2002b; Hayward, Alty, Pearson, & Martin, 2002a; Tearle, 2005). The questionnaire was divided into two sections. The first section involves demographic data such as age, gender, and education qualifications of the respondents. The second section includes the items of the questionnaire which cover a number of topics: (1) reason of using YouTube, (2) advantages of using YouTube, and (3) effect of using YouTube (Appendix A).

8. Validity and reliability

Since the questionnaire drew heavily on a number of questionnaires that were published in English, the questionnaire developed for the present study was initially written in English. However, because the study's respondents were native Arabic and English speakers, to ensure that there was no miscommunication, the questionnaire was translated and double-checked by professional Arabic translators. The resultant answers from a questionnaire in Arabic were similarly translated with care back into English. Given that most of the possible answers were completely closed, the complexities and potential difficulties of translation could be avoided. The questionnaire was submitted for review to five Saudi academics from the field of education who were expert in both English and Arabic. These academics, after making various minor corrections, approved of the questionnaire, declaring that it was unambiguous and internally coherent in its meanings. Questionnaire (in Arabic) was then tested on a small sample of five teachers who were fluent in Arabic to check whether they interpreted each of the questions in a similar. Each these teachers completed the questionnaire independently and in isolation from the others. Although each made suggestions for deleting some overlapping questions and changing some words, they all gave consistent responses to the questions. This suggests that the questionnaire was semantically stable across different respondents and therefore was reliable.

9. Data Collection

The study utilized the questionnaires in order to answer the research questions to assess the lecturers' evaluation of using YouTube videos in their classes. This study also used some steps were involved in the generation and collection of raw data from the questionnaires. The questionnaires were distributed to the lectures who are taught in the Common First Year at KSU.

All lecturers agreed to cooperate with the administration of the questionnaire and the information collection. After calculating that 132 questionnaires were printed and distributed for the Common First Year. The lecturers were informed about the sampling process, ethical considerations (including confidentiality of responses), the administration of the questionnaire, inclusion and exclusion criteria for answers to the questionnaire responses and the collection procedure. The lecturers filled out the questionnaire immediately ones they received. It took between 10 to 15 minutes for these respondents to fill out the questionnaire. The completed questionnaires were immediately deposited in the box in the dean's office at some point during the three weeks period after receipt. In total, 64 questionnaires (of a total of 132 distributed) were deposited into the collection boxes. The confidentiality and privacy of study were maintained.

Procedure

This study was conducted in accordance to ethical standards established by Human Ethics of Research Committee at KSU with Approval No. 55/610 to lecturers who worked in the Common First Year at the University, during the first semester of the academic year (2019). Recruitment occurred after the study aim and requirements were explained in detail for the dean of Common the First Year at the University of King Saud. A flyer containing the aim of the study, inclusions criteria, study requirements and contact details were posted in the office of the notes lectures. Ethical issues include gaining informed consent from participants, maintaining privacy and confidentiality and causing no harm and truthfulness.

Data analysis

Within the general purpose of this study, the descriptive statistics for each variable were calculated to examine the evaluation of You-Tube using by the teachers. This study addressed three issues that are divided into categories. The initial category examined reasons for using YouTube in teaching. The second category addressed the advantages of use You Tube in the classroom. The last category addresses the effect of using YouTube in teaching.

Findings

1. Participant's characteristics

Table 1 presents participant's characteristics. Participants were 64 teachers employed at the university of King Saud, of mean age between 25 to 40 years. Most of participants were male with (80%) with teaching experience 12 years. Most of participants were worked in English department (45.3%) followed by the teachers who worked in Self development department (n=17; 26.6%). Most of participants in this study were hold Master degree (n=25; 39.1).

Table 1: Participant's characteristics

Item	Frequency	Percentage
Age		
Less than 25 years	1	1.6
From 25 to less than 35 years	17	26.6
35 to less than 45 years	14	21.9
45 years and over	32	50.0
Gender		
Male	57	89.1
female	7	10.9
Department		
Self-development	17	26.6
Human sciences	4	6.3
University study	4	6.3
Leading businesses	3	4.7
Health	1	1.6
Law	1	1.6
Connection	3	4.7
Maths	1	1.6
English	29	45.3
Experience		
Less than 5 years	10	15.6
From 5 to less than 10 years	14	21.9
10 to less than 15 years	12	18.8
15 years and over	28	43.8
Qualification		
Bachelor' degree	16	25.0
Higher Diploma	3	4.7
Master' degree	25	39.1
Doctoral' degree	20	31.3

Table 2: Reasons for Using YouTube in teaching

No.	Item	Frequency	Percent
1	YouTube made the clear expectations of the tasks clear in the mind.	22	34.4

2	YouTube determines the required targets without additions.	12	18.8
3	YouTube gave ideas about possible topics for the required tasks.	13	20.3
4	YouTube gave ideas about possible organization patterns for the required tasks.	15	23.4
5	Performance of teacher was much differently by using YouTube.	13	20.3
6	Other.	16	25.0

Table 2 contains the information the respondents supplied on the reasons for using YouTube in teaching in the classroom. The majority of the respondents, 34.4%, claimed to use YouTube for giving clear expectations of the tasks, while the lowest percentage of participants, 18.8%, tend to determine the required targets without additions.

The next question is a section 2 question regarding the advantages of use You Tube in the teaching. This question was measured by using a five point Likert Scale, strongly disagree = 1, disagree = 2, Neutral/Undecided = 3, agree = 4 and strongly agree = 5.

Table 3: Advantages of Use You Tube in the Teaching

No	Item	strongly disagree	disagree	Neutral/Undecided	agree	strongly agree	Mean	Std. Deviation
1	Discussing the YouTube videos made class more interesting.	26.6	3.1	4.7	50.0	15.6	3.25	1.480
2	YouTube videos used were relevant to course content.	18.8	3.1	9.4	62.5	6.3	3.34	1.250
3	Using YouTube in class has been more effective than looking at slides.	17.2	4.7	17.2	43.8	17.2	3.39	1.317

4	YouTube videos in class motivated me to practice presenting.	14.1	9.4	21.9	50.0	4.7	3.22	1.147
5	YouTube videos in class motivated the student to watch more presentations than the ones in the playlists.	23.4	6.3	15.6	43.8	10.9	3.13	1.374
6	YouTube videos used in class increased participation the student in the classroom.	17.2	6.3	12.5	48.4	15.6	3.39	1.317
7	YouTube videos were a good source for practicing listening comprehension.	25.0	6.3	3.1	50.0	15.6	3.25	1.469
8	The videos helped in gaining additional information.	18.8	4.7	9.4	53.1	14.1	3.39	1.329
9	If I were a teacher, I would use a YouTube channel/videos in my courses.	31.3	9.4	9.4	50.0	0	2.78	1.351
10	The YouTube was one of the reliable sources for obtaining the information.	18.8	10.8	18.8	50.0	1.6	3.05	1.201
11	The YouTube use for educational reasons.	17.2	4.7	14.1	50.0	14.1	3.39	1.292
12	The YouTube content and enriches support the course.	20.3	4.7	17.2	43.8	14.1	3.27	1.348
13	Lecturers used You Tube as helper in their course.	14.1	0	20.3	53.1	12.5	3.50	1.168

SD = Standard deviation.

Table 3 shows that the analysis of teachers' responses indicated that the mean of advantages of use You Tube in the teaching shows different scores, according to the data. Assisting teachers in their courses, 3.5, has achieved the highest average approval between the paragraphs of the axis from the views of participants and the standard deviation, 1.2. Whereas, participants reported that using YouTube in class more effective than slides, for educational reasons, increased participation

students and gain additional information has achieved the equal average approval, 3.39, and different the standard deviation, (SD= 1.3, 1.2, 1.3 and 1.3, respectively). A small number of participants indicated that use YouTube channel/videos in classroom has less advantage and average, 2.78, and the standard deviation, 1.351.

In order to measure the effectiveness of using YouTube clips in teaching in last table, a Likert scale for responses was utilized. The scale ranged from 1 to 5, where 5 indicated 'very high' use, 4 indicated 'high' use, 3 indicated 'medium' use, 2 indicated 'low' use and 1 indicated 'very low'.

Table 4: The Effectiveness of Using YouTube Clips in Teaching

No.	Item	Very High	High	Medium	Low	Very Low	Mean	Std. Deviation
1	The explanation of the content was clear.	23.4	42.2	25.0	7.8	1.6	3.78	.951
2	The videos contained examples of the introduction and conclusion of the content.	18.8	37.5	31.3	7.8	4.7	3.58	1.036
3	There were good examples for further clarification.	25.0	37.5	28.1	4.7	4.7	3.73	1.043
4	Learn to prepare slides with videos.	18.8	39.1	28.1	9.4	3.1	3.62	1.007
5	Using PowerPoint in videos.	25.0	34.4	26.6	10.9	3.1	3.67	1.070
6	Student presentations - list of presentations of the educational material.	21.9	37.5	26.6	7.8	3.1	3.69	1.018
7	Student Presentations - List of Science and Technology Presentations.	25.0	31.3	29.7	6.3	7.8	3.59	1.165

8	Student Presentations - List of Final Presentations.	20.3	31.3	34.4	4.7	9.4	3.48	1.155
9	Multiple explanation of the content in more than one section of video.	23.4	34.4	28.1	9.4	4.7	3.63	1.091
10	Various methods for explaining one YouTube content.	23.4	39.1	26.6	4.7	6.3	3.69	1.082
11	The content was available in several different designs on YouTube.	23.4	42.2	21.9	6.3	4.7	3.75	1.047
12	The content displayed was intended for YouTube.	14.1	48.4	25.0	7.8	4.7	3.59	.988

SD = Standard deviation.

Table 4 includes the information the participants supplied on their views about the effect of using YouTube clips in the teaching, participants' responses varied. The majority of the participants indicated that use YouTube has a great effect on the explanation of the content (M=3.78; SD= 0.9) while few respondents reported that using YouTube affects examples of introduction and conclusion of the content (M=3.58; SD= 1.03). A lesser number of respondents felt that student presentation (M=3.48; SD= 1.15) less affected.

Discussion

The discussion is divided into three parts: the first part is the reasons for using YouTube; the second part is the advantages of use You Tube and the last one is the effect of using YouTube. The data analysis of this study showed interesting results. These discussed in details below:

Recently, several applications are available in social media, but YouTube is one of the applications that have the ability to download a longer period of time for a single video (Fathallah, 2007). Nowadays, The students has become to see that the traditional method only provides them with a simple and small part of the information after they gain the more information by the social media. Therefore, the traditional method of education has become useless in light of the

availability of technological used outside the scope of education. This study revealed that YouTube assist teachers to gain a clear picture of the topic. This finding consistent with a study conducted by Zahn (2012) YouTube assist construct a mental frame of mind maps of educational content. Moreover, using YouTube is effective in educational processes (Almobarraz, 2017). Further, YouTube content production assists in improving a deeper understanding of the learning subject (Ibrahim, 2012). The Ministry of Education should encourage teachers to use YouTube as an aid to teaching lessons in the classroom. Further to that, YouTube seems to support lectures and save time and effort in education when dealing with students regarding courses.

The findings relating to the advantages of using YouTube in education showed that YouTube assists lecturers in their teaching and courses with students. The decline of information on the teacher is affected by the health status of the teacher and student, therefore providing YouTube has eliminated these issues such as the teachers and students depended on YouTube as another source of information. The technological revolution has assisted in the presence of set applications and the most significant application is YouTube which contains educational clips (Ebied et al. 2016). This finding is consistent with that reported in Almobarraz's study (2017) which revealed a positive view of using YouTube among students. This finding is also in line with these of previous studies which found that YouTube videos relating to the subjects of study assist students to understand more deeply and supply them additional information (Burke and Snyder 2008; Hilner 2012; Ebied et al. 2016). Teachers should direct students to obtain information from YouTube and explain any information which has confused about it for the subject.

The last key finding is that the effect of using YouTube showed that the use of YouTube is effective in the explanation of the educational content. The lessons in the books are presented in a traditional way that lacks the spirit of fun, therefore, teachers prefer using YouTube in the classroom because of the fun and multiple ways of explaining lessons (Almobarraz, 2017). Students faced several issues while the teacher was explaining the lessons, such as forgetting the educational content. However, using YouTube to explain the educational content assisted the students to overcome these issues. For instance, students have the ability to repeat watching the lessons. This finding concurred with those found by Ebied et al. (2016) who reported that YouTube assists in enhancing and facilitating the learning process for students via scientific and educational content available on YouTube. According to Roodt et al. (2017) and (Ebied et al. 2016) YouTube is an educational tool that attracts students' attention and helps students obtain the necessary skills by repeating more than once. Jia, (2019) argued that YouTube is one of the most powerful databases for displaying educational videos, making it easier for students to choose from learning experiences. Teachers should support students to use YouTube to obtain information to instill confidence in themselves in obtaining information.

Strengths and limitations of the study

This study had different limitation which included:

The first limitation of this study is that a convenience sampling technique was used to recruit a small of participants. The next limitation of this study was limited on assistant professors who employed in KSU the common first year. Finally, this research cannot discern if all questionnaire items were fully understood by all of the participants.

Recommendation

This paper should supply countenance for researchers to carry out follow- up research in the field of YouTube. Therefore, the Ministry of Education should also provide additional planning strategies by the policy makers establishing a special YouTube channel linked to the subjects of teaching. The Ministry of Education should support productive teachers for the clips of educational lessons on YouTube, and these clips should, also, be performed under the supervision and follow-up of the ministry. Urgent intervention Should carry out to activate to use You tube in the school and university.

Conclusion

This study aimed to investigate why using YouTube, the benefits of using and the effectiveness of using YouTube. This study was directed by three questions and derived three key findings of why using YouTube, the benefits of using and the effectiveness of using YouTube in education. The methodology utilised in order to answer questions involved quantitative techniques. Based on the findings of this study, YouTube in education is an effective program enabling teachers to achieve their goals easily and effectively. If the schools have the quality of internet connection and software, YouTube will support to enhance the learning process in education. Explaining topics through YouTube have more interesting because YouTube has given a clear mental picture before the explain the topic. if Multiple educational YouTube clips are available, these clips will assist students in watching the convenient clip for their thinking. From the findings of this study, it is clear therefore that YouTube can assist teachers in teaching and accomplishing necessary tasks for students. Teachers should use Youtube to award more explanations and add additional information about the topic. Urgent intervention should carry out to activate to use of YouTube in the school and university.

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A questionnaire

Dear faculty member /

I have the honor to place in your hands this questionnaire as a main tool for collecting data related to a field study on evaluating the use of YouTube in teaching the first year courses at KSU. This work going to be published, so please read each question and answer it accurately and objectively. Your answers will be used for scientific research and publication, so please give accurate information.

For your information: completion of this questionnaire will take about 10 to 15 minutes.

""""With sincere thanks and appreciation for your cooperation and assistance.""""

For inquiries, please email me on:

hamad.1425@hotmail.com

Researcher

Dr. Hamed Alasaadi

Appendix A. Survey on the use of 211 YouTube

D1. Which department are you teaching at?
.....

D2. How old are you?

Less than 25 years ()

From 25 to less than 35 years ()

35 to less than 45 years ()

45 years and over ()

D3. What is your gender?^[SEP]

Female

Male

D4. Which degree do you have?

A) Bachelor' degree

B) Higher Diploma

C) Master' degree

D) Doctoral' degree

A1. How often do you watch YouTube videos outside class?

- Every day^[1]_[5EP] Only at weekends
- Rarely^[1]_[5EP] Never^[1]_[5EP]
- Other:

A2. Reasons why Do you think the YouTube used in this course was beneficial? (You may choose more than one answer)

- It made the clear expectations of the tasks clear in my mind.
- It determines the required targets without additions
- It gave me ideas about possible topics for the required tasks.
- It gave me ideas about possible organization patterns for the required tasks.
- I was motivated thinking that my performance was not much different from the examples on YouTube.
- Other:

Section 2: Please rate the following statements based on your agreement/disagreement level considering your experiences and opinions on the YouTube you were referred to in 211 (1: Strongly disagree, 2: Agree, 3: Neutral/Undecided, 4: Disagree, 5: Strongly disagree).

The first axis: What are the advantages and disadvantages gain when you use You Tube in the teaching?

S1. Discussing the YouTube videos made class more interesting.	1	2	3	4	5
S2. The YouTube videos used were relevant to course content.					
S3. Using YouTube in class has been more effective than looking at slides.					
S4. The YouTube videos in class motivated me to practice presenting.					
S5. The YouTube videos in class motivated the student to watch more presentations than the ones in the playlists.					
S6. The YouTube videos used in class increased participation the student in the classroom.					
S9. YouTube videos are a good source for practicing listening					

comprehension.

S10. The videos we were asked to watch helped improve for gain additional information.

S11. If I were a teacher, I would use a YouTube channel/videos in my courses.

S12. YouTube is one of the reliable sources for obtaining the information.

S13. YouTube use for educational reasons.

S14. The YouTube content and enriches support course.

S15. Lecturers use You Tube as helper in their course.

Section 3: Please rate the YouTube videos you were referred to in 211 based on how effective you. (1: Very high, 2: High, 3: Medium, 4: Low, 5:) Very low.

The second axis: the effectiveness of using YouTube clips in teaching?

The explanation of the content is clear.	1	2	3	4	5
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The videos contain examples of introduction and conclusion of the content.

There are good examples for further clarification.

Learn to prepare slides with videos.

Using PowerPoint in videos.

Student presentations - list of presentations of the educational material.

Student Presentations - List of Science and Technology Presentations.

Student Presentations - List of Final Presentations.

Multiple explanation of the content in more than one section of video.

Various methods for explaining one YouTube content.

The content is available in several different designs on YouTube.

The content displayed is intended for YouTube.

S14. Finally, do you have any suggestions about using YouTube videos in teaching this content?

.....
.....

I would like to thank you about kindly answering this questionnaire with sincere appreciation and respect.