

## **Aspects of Romanian Students' Attitudes Towards Using Vlogging as a Tool in the Education Process**

Victor-Alexandru Briciu<sup>\*</sup>, Arabela Briciu, Dumitrița-Valentina Baciuc  
Transilvania University of Brasov, Romania  
[victor.briciu@unitbv.ro](mailto:victor.briciu@unitbv.ro)<sup>\*</sup>

### **Abstract**

This paper seeks to provide insight into the concept of vlogging and its implications for the education and lives of young people. Vlogging as a phenomenon has been developed owing to technological advancements and the youth's enthusiasm for various forms of computer-mediated communication. Its emergence as a remarkable social phenomenon has been driven not only by traditional mass media but also by the dynamic landscape of social media. This paper explores the multifaceted impact of vlogging within these contexts. After presenting the theoretical aspects and perspectives of the various authors who have studied the phenomenon, the discussion will focus on vlogging as a form of education and vloggers' influence on students. The research objectives are to identify students' attitudes towards using vlogging as a tool in the education process, focusing on identifying the categories of vlog content followed by students and the frequency with which students follow content posted by vloggers. The main concepts of the research are frequency, vlogger and content categories, and the dimensions of the research are based on attitudinal measurements: cognitive, affective and behavioural components. Research findings reveal Romanian students' preferences for vlog content and their positive attitude towards integrating educational vlogs in the learning process, despite a reluctance to create their own vlogs. The conclusion of the study lies in the fact that this paper is based on already conducted research on vlogging but is oriented towards addressing the phenomenon from the perspective of education and its usefulness in this context.

**Keywords:** *Attitudes, Content, Education, Skills, Students, Vlogs.*

## 1. Introduction

In light of the social media revolution (Briciu and Briciu, 2020), a new phenomenon is emerging, vlogging, which is characterised as the prerogative of the new generation and a different way for young people to express themselves and become known on the Internet. Vlogging has its roots in blogging as an alternative to blogging, which first appeared in 2000 in the United States (Briciu and Briciu, 2021), and in less than five years has surprisingly become the most widely used method of expression for teenagers and beyond. The term vlog is quite comprehensive as it generally refers to all online videos, whether single or serial, which involve a specific characteristic mode of address: a casual one. As Wesch (2009) described, vlogs are videos in which people stand in front of a webcam and address those interested in clicking on their video, without having a concretely defined recipient. They are addressed to everyone in the community or the platform on which the video is posted, such as YouTube. In Romania, vlogging appeared in 2011, being defined as a video diary containing thoughts, opinions or experiences filmed and then published on the Internet (Băcescu-Condruz, 2017).

Vlogging has become popular among young people and not only for reasons that offer people, regardless of age, profession, political or religious orientation, the opportunity or a way out of anonymity and highlighted passions. This has brought a development of personality with it. In addition, vlogging has helped to promote deeper and more personal connections between creators and different segments of the public, with vloggers constantly creating content based on their life stories. This attracts

followers, as some find themselves in these stories, while others tend to shape their lives according to the creator's account of their experience. Luszczynska and Schwarzer (2005) argued that social cognitive theory partially accounts for users' reliance on video content, their manifestation of certain content producers, their behaviour on the video platform, and how their real-life manners are influenced by the content they watch. Unexpectedly, watchers often apply new behaviours after watching specific content creators and observing their actions. To attract a consistent number of followers, vloggers resort to editing videos (Biel and Perez, 2011); however, avoiding the overuse of editing software can be a strength, as the vlogger's choice to present themselves in a video without filters conveys the idea of honesty and sincerity (Andymooseman, 2008).

A social issue directly concerns both vlogging and vloggers is the trade-off between copyright protection and consumer privacy versus the free use and circulation of information. Vlogging offers the opportunity to document; express opinions and emotions; and freely articulate ideas in expressive video content. However, this does not mean that vloggers can freely distribute anything that may be related to private or commercial rights without permission. There are various ways in which confidential data in vlogs, for example, signatures can be protected. One such method is encryption, a technique by which data changes form; so that it becomes indecipherable. Another technique is content filtering; therefore, each vlog creator must filter video content that is not in line with users' interests. In other words, vlog creators have to take every precaution about the content of the video, so that it does not break any laws. If the author does not respect

the rules of the community to which they have distributed the video, the content may be restricted, and if the same action is repeated, the account may be closed. Finally, vloggers face the problem of not respecting copyright, risking their material being used in unwanted ways without their permission or consent. That's why sharing your personal life on the Internet is a strictly personal decision and carries many risks.

## **2. Research Methodology**

The study aims to identify students' attitudes towards using vlogging as a tool in the education process. It focuses on identifying the categories of vlog content that students follow and the frequency with which students follow content posted by vloggers. The three objectives defined in the research are measured through a sociological survey using a questionnaire with closed, open and multiple-choice questions. The questionnaire was distributed online to a sample of students during May-June 2022, and only 218 questionnaires were validated. The main concepts are frequency, vlogger and content categories, with the following dimensions focusing on attitude measurement: cognitive, which refers to what students think about the use of vlogging in education; affective, which focuses on emotions; and behavioural dimension, which measures the intention to use or practice vlogging.

### **3. Objectives of the Study**

This paper aims to investigate the impact that vlogging has as a tool in the education process, especially among students, with the following objectives:

Objective 1: To identify students' attitudes towards using vlogging as a tool in the education process. This objective falls under the cognitive component that the authors measured using the composite scale.

Objective 2. Identify the categories of vlog content that students follow. This objective falls under the affective component, which measures respondents' emotions about the use of vlogging in education and the impact of the phenomenon on this segment.

Objective 3. To identify the frequency with which students follow content posted by vloggers. The current objective falls under the behavioural component, which proposes measuring the intention to use or practice vlogging and the frequency with which content is watched.

### **4. Scope and Significance of the Study**

The way people communicate, learn and socialise is different from the way all this was done in the past (Briciu, Mircea, Briciu, 2020). The criteria for competence and success today are measured by the extent to which new technology is adopted and the efficiency with which solutions to current problems are found. The new generation is surrounded by technology, and the education system is too far from online development. In contrast, it

should prepare young people to adapt and use the Internet intelligently so that they are not affected. Also, various research over time has shown that using ICT in education contributes significantly to improving student achievement.

The digitisation of education could save the education system from criticism, as young people view modern technology to be offering a wide range of applications that are the foundation of knowledge building (Rad & Egerău, 2020). The classic model of education based on memorization and standardization competence is no longer considered helpful by the new generation, which is why it is considered that a personalised way of teaching based on interaction and constant monitoring of progress is needed (Băcescu-Condruz, 2017). A new form of learning that is of interest and attracts young people is video blogging, as the younger generation reacts and is excited when they receive as much visual and audio stimuli as possible. Further, vlogging combines images, audio, video and text to communicate personal reflections, expression of feelings, documentaries and stories (Baran, 2007).

Similarly, vlogging in the educational context comes with several benefits, including meeting the need for learning by delivering information that young people cannot find in the so-called classical education system sources. The vlogging phenomenon encourages collaborative work, students can form teams, and it also helps to improve media skills. Last but not least, through vlogging, young people have the opportunity to combine the two types of learning, formal and informal. In this respect, it can be mentioned the great advantage that vlogging offers, namely the possibility

to learn a foreign language enjoyably. At the same time, video blogging also poses several threats to education, as it can encourage Internet addiction and predispose young people to cyberbullying. Further, a disadvantage could be the editing of the vlog as it requires training and not all schools/universities have the necessary training equipment. A threat to education is the strong influence of vlogs on young people's behaviour if the creator does not promote behaviour worth following.

## **5. Review of the Literature**

Vlogging has become an increasingly popular mode of expression among young people, specifically their voice and it is useful for education and learning new things online. At the same time, vlogging is the form of communication and interaction that young people identify with as vlogging encourages interaction and is used to express ideas, feelings and creativity. In this way, young people practice communicating with the public and significantly improve their self-presentation skills.

Making vlogs also allows young people to practice their language skills and is ultimately an appropriate teaching tool for this age group. Authar and Muflihah (2020) conducted a study to investigate young people's responses to using vlogging as a learning activity. Thirty students divided into five groups were tasked with making vlogs. The research concluded that vlogging helped students to be more confident by eliminating shyness, to be more expressive and encouraged teamwork by resolving conflicts within the team. Another benefit of the study in favour of vlogging was the improvement and practice of communication skills. Thus, it was concluded

that vlogging can become a useful method for young people as it can potentially help in improving students' speaking practice.

Finally, vlogging plays an important role in developing young people's communication skills and encouraging them to learn or practice a language. For example, Rahmawati (2018) in his study mentions a technique through which vlogging was introduced into the teaching and learning system to get students to learn English better as they found the process of learning the language difficult. Therefore, the technique was adopted by the teacher to give young people the opportunity to speak English. Thus, at the end of the experiment, it was found that students became more confident after using vlogging in practicing English because a different method of learning closer to their interests was implemented. In another study, Anil (2016) came up with the finding that technology motivates and encourages young people to learn English in a positive way, and through vlogging, the anxiety of learning English is significantly reduced.

Another aspect that supports the idea that vlogging is a useful tool for improving communication could be the extension of speaking time. In other words, young people practising communication through vlogging will no longer have reservations about discussing a topic and presenting themselves. In the same perspective, El-Garawany (2017) finds that video blogging is beneficial for students as it enhances reflexivity and thinking skills at the same time. It is still useful in improving communication skills as it provides an opportunity to reflect on one's shortcomings, mistakes, and strengths.



Thus, videos allow repeated viewing allowing the creator to notice any miscommunication and correct it. It is also beneficial to watch other colleagues' vlogs which they can draw inspiration from. Another benefit of developing communication skills through vlogging is the possibility of receiving feedback. The opinions of those who view the video and the criticisms made are meant to stimulate the creator to redo the vlog or to pay more attention to certain aspects of future creations.

## **6. Results and Findings**

Following the online application of the research instrument (questionnaire) to 218 respondents, of which 74 are male and 144 are female, the following results were drawn and presented according to each objective measured, as a part of the statistical analysis performed using IBM SPSS Statistics 23.

Thus, the first objective proposed was to identify students' attitudes towards vlogging as a tool in the education process, framed in the cognitive component and measured through the composite scale.

The Cronbach's alpha coefficient for the composite scale as shown in Table 1 was performed to find out the internal consistency of the items. The value obtained is 0.924, which means that it can be assumed that these items form a concept. In other words, the items measure students' attitudes towards vlogging as a tool used in the education process.

**Table 1: The Cronbach's Alpha Coefficient**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.924	9

The objective was achieved because the results support that students have a positive attitude towards the use of vlogging in education and there are no significant differences between the opinions of female and male students, as shown in Table 2.

**Table 2: Overall Scale Score with Attitude Index Towards Vlogging**

**Overall scale score with attitude index towards vlogging**

N	Valid	218
	Missing	0
Mean		3.4954
Std. Deviation		.87892

In other words, vlogging is considered by the students who participated in this research an effective process to be applied in the learning system and can cause the way of studying to be more attractive. Further, students mostly agree with the statement that this phenomenon helps to develop audio-visual learning ability as well as creativity. Finally, students confirmed that vlogging contributes to developing communication skills and is a valuable tool in language learning.

The second objective which falls under the affective component was to identify those content categories that students often watch. From their responses, it appears that they tend to follow three types of vlog content, namely humorous (21.6%), educational (19.6%) and personal (19.2%). Additionally, male students (13.7%) follow vlogs with news/news-type content more than female students (5%), while the latter are more interested in vlogs with beauty as a topic (12.7%), as presented in Table 3.

**Table 3: Frequency Table of Most Watched Vlogging Categories**

		Responses		Percent of Cases
		N	Percentage	
The most watched vlog types	Personal	119	19.2%	54.6%
	Educational	122	19.6%	56.0%
	Humorous	134	21.6%	61.5%
	Fashion	35	5.6%	16.1%
	Beauty	54	8.7%	24.8%
	Travel	67	10.8%	30.7%
	News	49	7.9%	22.5%
	Experimental	26	4.2%	11.9%
	Other type	15	2.4%	6.9%
Total			100.0%	

The third objective which comes under the behavioural component was to measure the frequency with which students follow content posted by

vloggers. By measuring it, it was found that most of the surveyed students follow vlogs (90.8%) and a large proportion are female (68.2%), as shown in Table 4. In other words, female students follow vlogs more compared to male students.

**Table 4: Distribution of the Sample According to Gender and Criteria of Vlog Watching**

		% within "You Watch vlogs?"		Total
		Yes	No	
Gender	Feminine	68.2%	45.0%	66.1%
	Masculine	31.8%	55.0%	33.9%
Total		100.0%	100.0%	100.0%

The Chi-Square test value was calculated to find out if there is a correlation between the two variables- gender and vlog watching. Thus, the value of  $p^{\text{calculated}} = 0.03$  (Sig.1), which means there is a correlation between the two variables since the value is less than 0.05. The conclusion is that there are more females watching vlogs compared to males ( $\chi^2 = 4.354$ ,  $df=1$ ,  $p=0.036$ ), as presented in Table 5.

**Table 5: Chi-Square Tests**

<b>Chi-Square Tests</b>					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.354 <sup>a</sup>	1	.037		
Continuity Correction <sup>b</sup>	3.381	1	.066		
Likelihood Ratio	4.112	1	.043		
Fisher's Exact Test				.048	.036
N of Valid Cases	218				

a. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 6.79.

b. Computed only for a 2x2 table

## 7. Conclusions

The paper aimed to clarify the directions that the vlogging phenomenon covers in the field of education, yet, a theoretical framework for the subject was constructed by presenting the perspectives of authors who have delved into this topic.

In the research phase, the impact of vlogging as a tool in the education process was measured through quantitative research. The research achieved

the defined three objectives by tracking both students' attitudes towards vlogging if it were to be used in education and by identifying the content categories most often watched, as well as the frequency with which students watch vlogs.

From the research results, we found that students tend to follow three categories of vlog content: humorous, educational and personal. We compared the viewing of the other vlog categories and concluded that female students are more interested in vlogs with beauty as a topic than male students whereas male students are more interested in news/news-type vlog content compared to female students. Regarding the use of vlogging in education, students took a positive attitude and claimed that they would like to watch educational vlogs in lectures/seminars. However, students are not very comfortable preparing material in front of the video camera. This can also be explained by the fact that most students who participated in this research claimed that they had never created a vlog and did not intend to vlog in the future.

In conclusion, we can argue that vlogging has a positive impact on students in terms of its use in the education process as it can influence young people's perception of certain areas in a good and attractive way by helping and encouraging them to express their opinions freely. However, this phenomenon can also have a negative influence because not always are the ideas conveyed by vloggers intended to educate and not always are the posts based on ethics.

## 8. References

- Andymooseman. (2008). What is a vlog? [video]. Retrieved from: <https://www.youtube.com/watch?v=GzMZf-xS8Zs>
- Anil, B. (2016). Top-Up Students Second Language Talk Time through Vlogs. *Indonesian Journal of EFL and Linguistics*, 1(2), 129-143.
- Authar, N. & Muflihah, T. (2020). Students' vlog: speaking application. *Journal of Physics: Conference Series*, 1516. IOP Publishing.
- Băcescu-Condruz, M. (2017). Blogging, Vlogging – from Entertainment to Education. *International Scientific Conference eLearning and Software for Education*, 369-376.
- Baran, E. (2007). The Promises of Videoblogging in Education. *The Annual Convention of the Association for Educational Communications and Technology*, 10-18.
- Biel, J. I., & Perez D. G. (2011). VlogSense: Conversational behaviour and social attention in YouTube. *ACM Transactions on Multimedia Computing, Communications & Applications*, 7 (1), 1–20.
- Briciu, A., & Briciu V. A. (2021). Social Media and Organizational Communication. *Encyclopedia of Organizational Knowledge, Administration, and Technology*, 2609-2624. IGI Global.
- Briciu, A., & Briciu, V. A. (2020). Participatory culture and tourist experience: Promoting destinations through YouTube. *Strategic Innovative Marketing and Tourism: 8th ICSIMAT, Northern Aegean, Greece, 2019*, 425-433. Springer International Publishing.
- Briciu, V. A., Mircea, I. A., & Briciu, A. (2020). Communication and Entrepreneurship in Romania: Dissimulation of First Impression in 30 Seconds. In *Entrepreneurial Development and Innovation in Family Businesses and SMEs*, 22-38. IGI Global.
- El-Garawany, M. S. M. (2017). The Effect of Vlogging on Developing Tour Guidance Students' EFL Presentation Skills and Reflective Thinking.

*Journal of Research in Curriculum, Instruction and Educational Technology*, 3(1), 43-79.

Luszczynska, A., & Schwarzer, R. (2005). Social cognitive theory. *Predicting health behaviour: Research and practice with social cognition models*. Berkshire: Open University Press. 127-169.

Rad, D., & Egerau, A. (2020). Digitizare, digitalizare și transformare digitală din perspectivă sociologică, psihologică și educațională [Digitization, digitalization and digital transformation from sociological, psychological and educational perspectives]. *Vulnerabilități în asistența socială [Vulnerabilities in social care]*. Presa Universitară Clujeană.

Rahmawati, A. (2018). The Use Of Vlogging To Improve The Students' Speaking Skills. *Penerbitan Artikel Ilmiah Mahasiswa Universitas Muhammadiyah Ponorogo*, 2(1), 87-95.

Wesch, M. (2009). YouTube and You: Experiences of Self-Awareness in the Context Collapse of the Recording Webcam. *Explorations in Media Ecology*, 8(2), 19-34.