



Content analysis of human respiratory issues related video content created by YouTube content creators in Kannada language

Mantyaswamy.N

Research scholar

Dos in Journalism and Mass Communication

University of Mysore

Mysore

Prof. Pramila B. Kunnur

Professor and HOD

Department of Journalism

Maharaja's College

University of Mysore

Mysore

Abstract

This paper provides analysis of human respiratory issues related content of YouTube channels creating health content in Kannada language. Content analysis methodology was implemented for the analysis. 200 video clips published on YouTube by Kannada YouTube content creators were identified by using appropriate keyword search method and analyzed using content analysis research method and the message sensation value is measures. The researcher found that the YouTube content related to the human respiratory issues are low in message sensation value. Findings provide insights for educators and researchers into content creation related to YouTube.

Keywords: Content analysis, Message sensation value, Graphics, Animation, Computer generated imagery, Visual effects.

Introduction

The emergence of new technologies changes the forms of communication. The present era, which is described as the information age, internet is become a prominent source of knowledge. It is known that people irrespective of age and gender widely make use of internet particularly social media to acquire information. Social media, especially the YouTube has become an alternative media channel. Computer networks exert impact on the development of the public domain in which the debate between citizens and authorities. The concept of global village has come into reality, A new international public sphere exists, and thanks to the Internet, the discussion concerning divers issues takes place independently of time and space, but above all it crosses geographical boundaries. Information and communication technology provide better access to essential information to global citizen called netizen. Innovations in information and communication technology brought us closer to the IT society. Information and Communication Technology (ICT) systems offers new capabilities for the delivery of information.

YouTube has become the world's most popular video site for both content creators and viewers. YouTube provides an equal opportunity to everybody on the earth to create any content within the limitations of community guidelines and share publically. Apart from providing platform to share content YouTube also offers sponsorship for the potential content creator in an effort to gives content creators a financial strength. The online platform also enables users to freely download and share videos which meets the common interests of the viewers. Having started in 2005, YouTube has developed into a dominant online video-sharing destination. The billions and billions of video clips uploaded on YouTube represent a broad spectrum of user interests including those of educators, scholars and researchers. Academic presence on YouTube is also growing as colleges and universities stepping into the platform with their own channels through which they share lectures and campus events for the benefit of students and public. Hence YouTube has become a topic of discussion and inquiry within the scholarly literature as educators and researchers grapple with questions about the possibilities and problems associated with online video platform.

Content analysis has been a scholarly methodology widely used in the social sciences for analyzing and understanding the underlying thoughts and ideas encapsulated in the content of communication. Why content analysis? Content analysis indeed is a potential method to examining patterns in documents. It is also a useful technique to discover and describe the encapsulated ideas and concepts in content. By conducting a content analysis this study will look out for message sensational value of health content created by the selected YouTube content creators in Kannada language for the benefit of people living in Karnataka state.

YOUTUBE AND HEALTH COMMUNICATION

YouTube is one of the dominant video sharing sites, Based on the dynamic and collaborative characteristics of Web 2.0, YouTube allow registered users to upload and watch videos with the help of an ICT device. In particular, YouTube is one of the most renowned user-generated-content media in which the users are content creators. Along with content from established television channels, movies makers and studios, sporting events organizers, and popular music producers, there are great numbers of video clips available on YouTube uploaded by common man. The YouTube provides “a creative outlet for millions of users who shoot, edit, and upload content specifically created for a worldwide audience”.

Research on YouTube usages and impact is still in the early stages, so not many studies have been conducted, but some scholars have begun to study the function of YouTube on health-related topics. Scholars have examined how tobacco-related content available on YouTube. A study conducted by Freeman and Chapman (2007) reported predominantly more pro-smoking content. Likewise, Kim and colleagues (2010) analyzed YouTube videos uploaded buy various content creators related to tobacco found that videos appeared to glamorize smoking by featuring sexy, young, and glamorous female actors. Freeman and Chapman (2007) argued that the YouTube has become a new venue tobacco product manufacturer to attract new customers, especially young men and women, who are also the high users of YouTube.

Objectives

The present research has an objective to measure the message sensation value of content published on YouTube in Kannada language related to human respiratory issues.

Review of literature

Proposing uses and gratification, Katz, Blumler, and Gurevitch (1974) hypothesized that audience members are conscious when selecting media, are able to identify their reasons for choosing media, and motives for media use are shaped by audiences’ particular social and psychological characteristics. Five major motivations for media uses were proposed out of the social and psychological functions of the mass media: cognitive needs, affective needs, personal integrative needs, social integrative needs, and tension release needs (Katz, Gurevitch, & Haas, 1973).

The Internet not only blurred the boundaries between mass media and interpersonal communication, but it also combined characteristics of both media (Morris & Ogan, 1996). The user-generated video site is a medium where users can receive both mass media messages and send interpersonal messages. Therefore, motivations for using video-sharing websites should include motivations of both the traditional mass media and interpersonal communication media.

Prior Internet research has identified both traditional media-related motives, such as for entertainment (Ebersole, 2000; Wolfradt & Doll, 2001), information (Kaye, 1998; Papacharissi & Rubin, 2000), passing time, or distraction from boredom (Ebersole, 2000).

Cheng et al. (2007) looks at YouTube.com and the characteristics of its videos. The authors understand that YouTube has millions of videos and try to point out the problems that it's causing like network traffic cost per bandwidth. This paper also looks at small world properties YouTube creates of its users and videos.

Lerman (2007) studied Digg, a social networking site, to see the role of social networks in filtering and found that users digg stories their friends submit. Also, users do use friends interface to find new interesting stories. Similarly, Lerman (2007) also found that users on Flickr tend to view images produced by good photographers, the views and favorites they receive correlate most strongly with the number of reverse contacts the photographer has. These findings showed that most of people may read similar stories or view images took by certain "good photographers" through social browsing or collaborative filtering. Hence, it may imply that people may share some common interests with others. Our study use slightly different approaches to examine the question. We would like to know when users subscribe to a video if it is more likely to be coincidental or they do share common interests.

Davis (2005) wrote that politics on the Internet "came a long way" in 2004 from its previous participation in campaigns (p. 241). In contrast to McKeown and Plowman, Davis argued the first significant use of the Internet as a political tool occurred in 2000, though it proved disappointing because of the public's lofty expectations (p. 241). He stated that its utility would only increase in 2008, though he was reluctant to predict how much (p. 244). Benoit and Hansen (2004) also agreed that the Internet is becoming an increasingly more important source of political information: "Cable television and the Internet have dramatically changed the information available to voters" (p. 164). They concluded that the emergence of new technologies, e.g., the Internet and cable television, has shifted the source of political information for voters (p. 171).

Park and Choi (2002) wrote that the Internet is an "effective political campaign tool" because it allows for the candidates to target specific audiences (pp. 36-37). Focus groups may prove to be a valuable way to test the influence of the Internet on the political views of individuals; Park and Choi did so, testing the Media Richness Theory with focus groups. Ultimately, the factors most common in the results were interactivity and personalization (pp. 39-40). Interestingly, the findings confirmed some of those of Lazarsfeld, et al., from 60 years before; the web sites for the candidates seemed to reinforce preconceived notions of those candidates rather than change them (p. 41).

Methodology

Content analysis research methodology is adopted to analyze the content. Video content related to human respiratory issues published on YouTube in Kannada language were identified using appropriate keyword search technique. Various visual elements incorporated in the content were identified and tabulated. The tabulated data is processed using SPSS computer software.

Definitions of technical terms:

Graphics

Graphics are visual images or designs on some surface, such as a wall, canvas, screen, paper, or stone, to inform, illustrate, or entertain. In contemporary usage, it includes a pictorial representation of data, as in design and manufacture, in typesetting and the graphic arts, and in educational and recreational software. Images that are generated by a computer are called computer graphics.

Animation

Animation is a method in which images are manipulated to appear as moving to create an illusion of motion. In traditional animation, images are drawn or painted by hand on transparent celluloid sheets to be photographed and exhibited on film. Today, most animations are made with computer-generated imagery (CGI). Computer animation can be very detailed 3D animation, while 2D computer animation (which may have the look of traditional animation) can be used for stylistic reasons, low bandwidth, or faster real-time renderings.

Computer-generated imagery

Computer-generated imagery most popularly called as CGI is a term that describes digitally-created images to represent real or imaginary object of scene. CGI is a subcategory of visual effects (VFX), imagery filmmakers create or manipulate that does not exist in the physical environment being captured on film or video. CGI is instrumental in the making of movies and television shows and serves as the primary method for creating 3D-computer graphics for video games.

VFX

Visual effects sometimes abbreviated VFX is the process by which imagery is created or manipulated outside the context of a live-action shot in filmmaking and video production. The integration of live action footage and other live action footage or CGI elements to create realistic imagery is called VFX. VFX involves the integration of live-action footage (which may include in-camera special effects) and generated-imagery (digital or optics, animals or creatures) which look realistic, but would be dangerous, expensive, impractical, time-consuming or impossible to capture on film. Visual effects using computer-generated imagery (CGI) have more recently become accessible to the independent filmmaker with the introduction of affordable and relatively easy-to-use animation and compositing software.

Presentation of data

Table-1 Duration of the video content

Duration (in minutes)	Frequency	percentage
1-5	132	66
6-10	46	23
More than 10 min	22	11
Total	200	100

The information regarding the average duration of the video content related to human respiratory issues published on YouTube in Kannada language is presented in the table-1. It can be observed that majority of the video content related to human respiratory issues published on YouTube in Kannada language are of the duration 1 to 5 minutes.

Table-2, Elements incorporated in the video content

Number of elements	Graphics		Animation	Computer generated imagery	Visual effects
Less than 9	F	188	72	0	0
	%	94	36	0	0
10-19	F	7	4	0	0
	%	3.5	2	0	0
20-29	F	3	3	0	0
	%	1.5	1.5	0	0
30-39	F	1	0	0	0
	%	0.5	0	0	0
40 and above	F	1	0	0	0
	%	0.5	0	0	0
nil	F	0	121	200	200
	%	0	60.5	100	100
total	F	200	200	200	200
	%	100	100	100	100

The information regarding the various visual elements incorporated in the video content related to human respiratory issues published on YouTube in Kannada language is presented in the table-2. It can be observed that majority of the video content related to human respiratory issues published on YouTube in Kannada language consists less than 9 graphic elements . 94 % of video contents contain less than 9

graphics elements. The same can be observed in the case of animation elements also. Majority of the video content (36%) contain less than 9 animation elements. The percent of video content which has more than 10 animations and graphic content are negligible. No video content has computer generated imagery and Visual effects element. The data indicates that the YouTube content related to human respiratory issues published in Kannada language are low in Message sensation value.

Conclusion

The present study analyzed 200 video content published on YouTube in Kannada language related to human respiratory issues to measure the message sensation value of the visual content. The researcher found that the message sensation value of the visual content is low. Message sensation value being a determinant factor in the successful delivery of intended message is neglected by Kannada language YouTube content creators.

References

- Artero, J. P. (2010). Online video business models: YouTube vs. Hulu. *Palavra Clave*, 3,111–123.
- Freeman, B., & Chapman, S. (2007). Is “YouTube” telling or selling you something? Tobacco content on the YouTube video-sharing website. *Tobacco Control* 16, 207–210.
- Keelan, J., Pavri-Garcia, V., Tomlinson, G., & Wilson, K. (2007). YouTube as a source of information on immunization: A content analysis. *Journal of the American Medical Association*, 298, 2482–2484.
- Kim, K., Paek, H. J., & Lynn, J. (2010). A content analysis of smoking fetish videos on YouTube: Regulatory implications for tobacco control. *Health Communication*, 25, 97–106.
- Tian, Y. (2010). Organ donation on Web 2.0: Content and audience analysis of organ donation videos on YouTube. *Health Communication*. 25, 238–246.
- Wimmer, R. D., & Dominick, J. R. (2005). *Mass media research: An introduction* (8th ed.). Belmont, CA: Wadsworth.
- Chenail. R. J. (2008). YouTube as a qualitative research asset: reviewing user generated videos as learning resources. *The Weekly Qualitative Reports*, 1(4), 18-24. Retrieved from <http://www.nova.edu/sss/QR/WQR/youtube.pdf>
- Cheung, W. S., & Hew, K. H. (2009). A review of research methodologies used in studies on mobile handheld devices in K- 12 and higher education settings. *Australasian Journal of educational Technology* 25(2), 153-183.

Juhasz, A. (2008), 4 lessons of Youtube for activists. Conference paper delivered at OurMedia, August 2008, Accra, Ghana

Karsten, K., Carmen, Z., & Friedrich, W. H. (2012). Leveraging the affordance of YouTube: The role of pedagogical knowledge and mental models of technology functions for lesson planning with technology. *Computers & Education*, 58, 1194-1206

Mullen, R., & Wedwick, L. (2008). Avoiding the digital abyss: Getting started in the classroom with youtube, digital stories, and blogs. *Clearing House*, 82(2), 66-9.

Ng, H. Z., & Raja Maznah Raja Hussain. (2009). Empowering learners as the owners of feedback while YouTube-ing Interactive Technology & Smart Education Journal, 6(4), pp. 274-285, doi 10.1108/17415650911009254

Shih, M., Feng, J., & Tsai, C.-C. (2008). Research and trends in the field of e-learning from 2001 to 2005: A content analysis of cognitive studies in selected journals. *Computers & Education*, 51(2), 955-967.

Snelson, C. (2009). Web-based video for e-learning: Tapping into the YouTube phenomenon. In H. Yang & S. Yuen (Eds.), *Collective intelligence and e-learning 2.0: Implications of web-based communities and networking* (pp.147-166). PA: IGI Global.

Snelson, C. (2010). YouTube across the disciplines: A review of the literature. Manuscript submitted for publication. Steven, P (2003), *The No-Nonsense Guide to Global Media*, Verso, Oxford, UK

Snelson, C., Rice, K., & Wyzard, C. (2012). Research priorities for YouTube and video-sharing technologies: A Delphi study, *British Journal of Educational Technology*, 43(1), 119-129.

Jina H. Yoo., & Junghyun Kim (2011). Obesity in the New Media: A Content Analysis of Obesity Videos on YouTube.

Richard D. Waters., & Paul M. Jones (2011). Using Video to Build an Organization's Identity and Brand: A Content Analysis of Nonprofit Organizations' YouTube Videos.

Katherine R. Dale., Arthur A. Raney., Sophie H. Janicke., Meghan S. Sanders., Mary Beth Oliver.,