


Youtube as a resource for improvement and learning in teacher education

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ABSTRACT

This study aims to investigate the relevance of Youtube as a resource for learning and improvement in teacher training, based on the application of a questionnaire containing open and closed questions with teachers in training at the undergraduate and graduate levels enrolled in courses at the Federal University of Maranhão. The studies by Kenski (2012), Garcia et al. (2011), Silva (2021), Silva and Chahini (2020), among others. The methodology developed is characterized by qualitative approach; and descriptive and exploratory as to the object. This research was developed via digital technologies from rapid communication applications with the participation of 22 teachers in training in the various areas offered by the Federal University of Maranhão, from March to July 2023. The data obtained show that the YouTube platform provides teachers with significant elements in their professional training.

Keywords: Youtube, Teacher Training, Learning resources.

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INTRODUCTION

Nowadays, digital technologies are essential elements in the relationships maintained by Brazilian society. In the financial, cultural, affective, social and educational context, digital resources are often decisive for the sharing of data and information.

From this perspective, *Youtube*, a streaming platform, has become an immeasurable framework of possibilities for access to varied information and knowledge. Such a site brings informality to the teaching-learning process in the different areas of training, including initial and continuing teacher training.

From this perspective, this article aims to investigate the relevance of YouTube as a resource for learning and improvement in teacher training, based on the application of a questionnaire containing open and closed questions with teachers in training at the undergraduate and graduate levels enrolled in courses at the Federal University of Maranhão.

For theoretical foundation, the studies by Garcia et al. were used as a framework . (2011), Kenski (2012), Silva (2021), Silva and Chahini (2020), among others. The methodology developed is characterized by qualitative approach; and descriptive and exploratory as to the object. This research was developed via digital technologies from rapid communication applications with the participation of 22 teachers in training in the various areas offered by the Federal University of Maranhão, from March to July 2023. The data obtained are presented in sequence in the following topics.

THE RELEVANCE OF *YOUTUBE* AS A RESOURCE FOR LEARNING AND IMPROVEMENT IN TEACHER EDUCATION

Youtube is a digital platform known worldwide for archiving various types of videos for free and restricted access by its users in the most diverse areas of knowledge. In this topic, we seek to present the relevance and impacts of the use of this digital resource in teacher training, both for learning and improvement.

THE *YOUTUBE* PLATFORM AS A LEARNING AND IMPROVEMENT RESOURCE

Digital technologies are resources that permeate reality in an indisputable way in the daily life of Brazilian society. They are present in the most varied contexts and audiences, with the ability to influence habits, trends, relationships and even the way of being of each individual. Kenski (2012) states that technology and education are inseparable at this time. In this way, teacher training is a possibility for the insertion of digital resources and enabling teachers in training to have new sources of research, learning and improvement in their specific areas. This corroborates the thinking of Garcia *et al.* (2011, p. 81) which states that,

It is believed that access to technology and teacher training programs can contribute significantly to the teacher feeling more prepared and qualified for the didactic use of technologies. In this way, students who experience moments in which they can make pedagogical use of technologies during their academic training processes have greater chances of understanding and using such technologies in the future, feeling more secure in relation to their use.

Moran, Masseto and Behrens (2008) explain that innovations are not directly linked to the use of technologies, but also to how teachers appropriate these resources and use them to develop new methodologies, improve their activities and research sources. Thus, it is of paramount importance that digital technologies are included in the curricula of initial and continuing teacher training. According to the Law of Guidelines and Bases of Education (LDB)/1996 (Brasil, 1996), teacher training at a higher level must be permeated by updated scientific knowledge so that these professionals in training can develop skills and competencies to work with the Brazilian society.

In this context, *Youtube* presents itself as an accessible element in the search for learning and professional improvement. As it is a *streaming* platform, it is able to archive several videos that present a significant variety of scientific content to assist in initial and continuing teacher training.

Jenkins, Green and Ford (2014) explain that Youtube was created in 2005 and acquired by Google in 2006 and has a business strategy based on advertising revenues from the attention absorbed by the site's immense video contingent, which comes from the creation and posting of users. This statement can be observed in figures 1 to 4 of channels that present teacher training content in different areas.

Figure 1 – Professor Justino Channel



Source: Justino (2023).

Figure 2 – Pound Academy Channel



Source: Anina (2023).

Figure 3 – Christian Education Channel



Source: Christian Education (2023).

Figure 4 – Unova Courses Channel



Source: Unova (2023).

As can be seen in files 1 to 4, the Youtube platform is a diversified source of content to assist teacher training. Teachers in training can access pedagogical, methodological and specific knowledge, thus enabling the learning of new content, improvements of subjects already acquired and innovations in methods. It is important to highlight that the platform also enables teachers to evaluate their professional practice through lectures and courses that aim to disseminate Inclusive Education and the effectiveness of Special Education.

METHODOLOGY

This research was carried out with teachers in initial and continuing education enrolled at the Federal University of Maranhão from March to July 2023. This research aims to investigate the relevance of Youtube as a resource for learning and improvement in teacher training. The participants were 22 teachers in training at the undergraduate and graduate levels, as shown in chart 1.

Table 1 – Profile of the participants

Participants						
#	Level of Training	Age	Sex	Training area	Performance in Basic Education	Acting in Higher Education
01	Incomplete doctorate	50	Male	He did not answer.	He did not answer.	He did not answer.
02	Graduation	33	Female	Lyrics	Yes.	No.
03	Incomplete doctorate	35	Male	Biology	Yes.	Yes.
04	Graduation	42	Female	Biology	Yes.	No.
05	Incomplete graduation	22	Male	Biology	Yes.	No.
06	Incomplete doctorate	51	Female	Art education	Yes.	Yes.
07	Incomplete doctorate	35	Female	Pedagogy	Yes.	No.
08	Masters	37	Female	Social services	No.	Yes.
09	Incomplete graduation	38	Female	Pedagogy	Yes.	No.
10	Incomplete graduation	24	Female	Pedagogy	Yes.	No.
11	Specialization	43	Female	Pedagogy	Yes.	No.
12	Incomplete doctorate	45	Female	Pedagogy	Yes.	Yes.
13	Specialization	43	Male	History	Yes.	No.
14	Incomplete Graduation	23	Female	Geography	Yes.	No.
15	Incomplete graduation	23	Female	Geography	Yes.	No.
16	Masters	53	Female	Literature and Pedagogy	Yes.	Yes.
17	Incomplete graduation	38	Male	Biology	Yes.	No.
18	Specialization	37	Female	Lyrics	Yes.	Yes.
19	Incomplete doctorate	50	Male	Philosophy	Yes.	Yes.
20	Masters	31	Female	Social services	No.	Yes.
21	Masters	49	Male	Pedagogy	Yes.	Yes.
22	Incomplete graduation	29	Male	Geography	Yes.	No.

Source: Data from the research conducted by the authors in 2023.

According to chart 1, the participants are teachers in initial and continuing education (undergraduate, specialization, master's and doctorate), aged between 22 and 51 years. Unanimously, they affirmed that they had already obtained teaching experience at the basic and higher levels of Brazilian education.

The data collection instrument used was a questionnaire of open and closed questions with 10 questions about the relevance of the YouTube platform for initial and continuing teacher training for learning and/or improvement of specific contents. This questionnaire was prepared and sent to the participants through a link to the digital resource *Google Forms*.

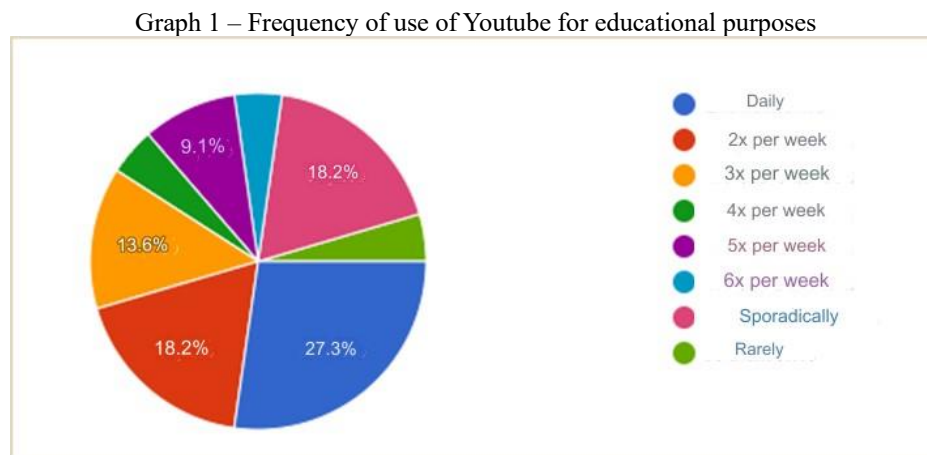
At this juncture, this research is presented in terms of the object, and is exploratory and descriptive, as it provides the necessary approximation between the researcher and the institution, in addition to evidencing the description of the observed relationships of learning, promoted by the applicability of the use of mobile devices by students (Gil, 1991).

Regarding the approach, it is of a qualitative nature, because, according to Minayo (2001), this type of research works with the universe of meanings, motives, aspirations, values and attitudes, being concerned with aspects of reality that cannot be quantified, but rather understood and explained from the dynamics of social relations.

DATA ANALYSIS AND INTERPRETATION

This topic presents the analysis and interpretations of the data obtained through the application of the questionnaire sent through a quick communication application. Research carried out with the objective of investigating the relevance of *Youtube* as a resource for learning and improvement in teacher training, as explained below.

When asked about **the frequency of use of *YouTube* for educational purposes**, 5 participants answered that they used it daily; 4 explained using the platform 2x a week; 3 stated that they use streaming 3x a week; 1 stated that the use of the site is 4x a week; 2 reported that they used the platform 6x a week, 1 explained that they used the platform 1x a week and 4 explained that they used the platform sporadically, as shown in graph 1.



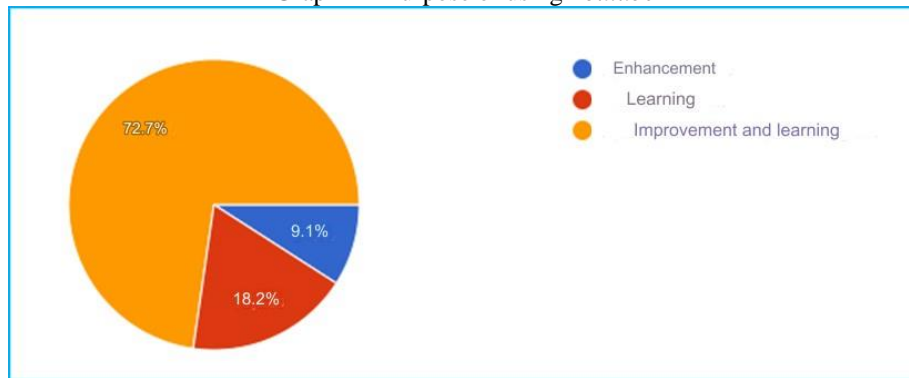
Source: Data from the research conducted by the authors in 2023.

Almeida *et al.* (2015) explain that the use of the YouTube platform by teachers has been growing gradually, as it presents itself as a storehouse of possibilities for learning and pedagogical, methodological and systematic improvements, helping in the preparation and enrichment of classes and in the training of these professionals. The authors also explain that the multiple variety of videos

contained in the site enables teachers to access international knowledge, making the use more attractive and dynamic.

Regarding the **question of the purpose of using Youtube**, 16 participants claimed to use the platform for educational support; 4 answered for learning and 2 explained that they use it for learning and improvement (graph 2).

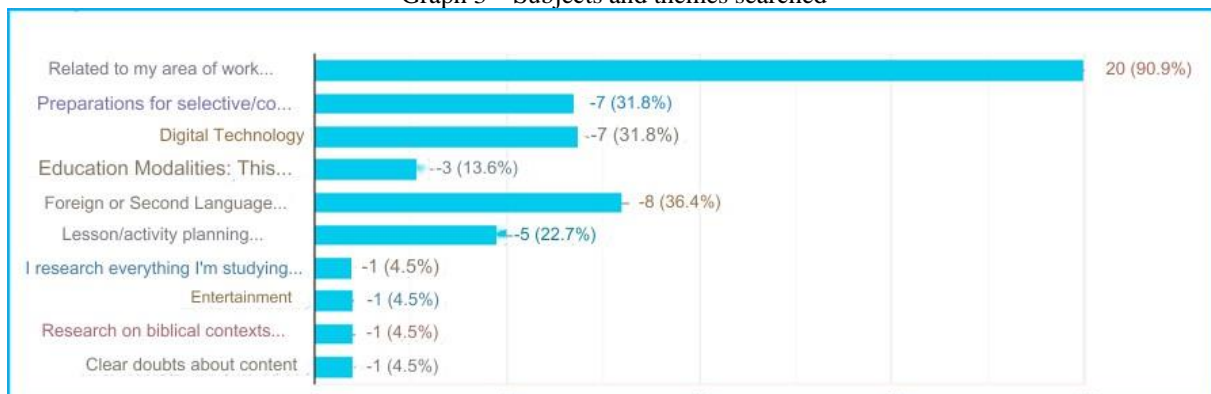
Graph 2 – Purpose of using Youtube



Source: Data from the research conducted by the authors in 2023.

Regarding the question about **subjects or themes they searched for on Youtube**, the participants explained that they were researching subjects or themes related to the area of study, preparation for competitive examinations, digital technologies, Special Education, foreign or second language, lesson planning, bibliographic content, entertainment and doubt-solving, as shown in graph 3.

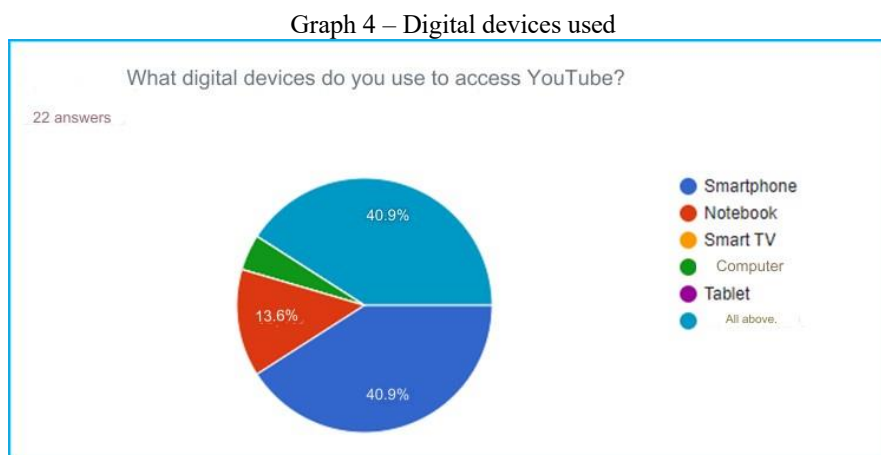
Graph 3 – Subjects and themes searched



Source: Data from the research conducted by the authors in 2023.

Regarding the subjects searched by teachers on *Youtube*, Veen and Vrakking (2009) explain that this platform is a relevant digital instrument for the transposition of traditional methodologies by modern ones in current schools, being a source of comprehensive knowledge to assist teachers in their classes, in new pedagogical and technological trends, as well as a diversified theoretical framework for the foundation of research and new concepts.

Regarding **the digital devices used to access Youtube**, the 09 participants answered that they used the *smartphone*; 03 explained that they used the notebook; 1 said they used the computer; 09 participants pointed out *using a smartphone, notebook, computer, tablet and smart TV*; and none of the participants mentioned the single use of a tablet or smart TV. According to Graph 4.



Source: Data from the research conducted by the authors in 2023.

Youtube is a relevant and easily accessible platform, which enhances the significant number of views of the most varied subjects presented in films, documentaries, videos, lives and others contained on the site. This context corroborates the data obtained by Silva (2021), who presents the variety of digital technologies used for teacher training around Libras, such as: *notebook*, computer, *tablet* and *smartphone* and others. Silva and Chahini (2020) explain that the practicality of *mobile-learning* highlights the relevance of platforms such as Youtube in teacher training.

These statements reinforce the data presented by the participants of having multiple possibilities for accessing the platform through different digital devices, which facilitate the verification of the subjects investigated and possible associations of knowledge by the teachers in their training.

Regarding the **facilitation of learning and/or improvement of teaching through Youtube**, the participants, unanimously, stated that it did, explaining that the platform helped, mainly, on the use of technological tools, it was also a catalyst that enhances learning, but it needed to be used with caution, as there could be unreliable information.

Moran, Basseto and Behrens (2008) state that innovation is not only linked to the use of technologies, but also to how teachers will appropriate these elements to model and remodel pedagogical and methodological projects that alter the sharing of knowledge, reverberating in their production. Thus, it is important that technologies are in line with the objectives and competencies of the teaching-learning process.



In this context, teacher training, permeated by the Youtube platform, responds to the demand exposed in the National Common Curriculum Base, which dictates that in its 5th competence the importance of understanding, using and creating digital information and communication technologies in a meaningful, critical and ethical way in the various social relations to communicate, including the educational environment (Brazil, 2018). Thus, this streaming platform is of paramount importance for teachers to learn, improve and renew their knowledge for an updated and dynamic practice.

Regarding **whether YouTube would have any impact on the training of participants as teachers**, all answered yes, as the platform would enhance learning; the information and tips would be important for use in the classroom; assist in capturing up-to-date information and sharing classes and connections with other faculty; It would demystify methodological processes and facilitate the understanding of unacquired or doubtful content.

Juhasz (2008) and Mattar (2009) highlight the importance of YouTube as a learning tool, that is, it promotes an impact on the training of professionals in various areas, including teaching. Due to its informal character, the academy still has a certain resistance, according to Mattar (2009), in relation to the complexity of admitting fun and pleasure in the teaching-learning process in Higher Education. Therefore, according to the author, Youtube often becomes a personal environment for learning and improving professional knowledge.

On the question **of the relevance of YouTube for the initial and continuing education of teachers in Brazil today**, the 22 participants explained that the platform enabled the search for new knowledge, thus contributing to the initial and continuing training of teachers; they also stated that it is possible to acquire a theoretical basis from the videos in a more accessible way. fast and interactive; They explained that the site facilitated learning about new digital technologies, which would be of paramount importance for teacher training.

Initial and continuing education at the higher level, according to the National Curriculum Guidelines, states that the practical action of teaching in Basic Education is permeated by technical, political, ethical and aesthetic conjunctures. This document emphasizes that solid training in the training of teachers (pedagogues and graduates) should involve the mastery and use of resources, contents, methods, languages and diverse applications, contributing to a broad vision and a conscious performance of this professional (Brasil, 2015).

Thus, the participants' statements are in line with the predilections of the National Guidelines (Brasil, 2015), as the established impacts demonstrate that digital technologies can bring significant elements to teacher training for certain changes and professional needs, enabling an alignment with the new educational demands arising from the Brazilian society today.

In this context, Youtube presents itself as an impactful instrument, according to the participants, in teacher training, as it facilitates, dynamizes, innovates and revokes access to



knowledge and information in the specific and related areas of teachers. Thus, this platform, even in its informal context, brings lightness and practicality to the teacher in the context of the professional teaching-learning process.

FINAL THOUGHTS

In addition to this research, it was observed that initial or continuing teacher training, based on legal statements, should be permeated by innovative subjects, including technologies. Thus, on the other hand, these elements are not participants in teacher training through the academy.

On the other hand, teachers, seeking simplifications, clarifications and new ideas, have maintained the use of digital technologies within their training at the initial and/or continuing levels. At this juncture, Youtube presents itself as an ally, as it provides autonomy, informational and communicational diversity, linguistic enrichment and methodological updating.

In view of the data obtained during the research, it is concluded, at this moment, that the Youtube platform is a significant and effective element in teacher training, breaking with the contrary initiatives of the academy in its use. Teachers in training have obtained knowledge and information in an impactful way that update and/or modify pedagogical practice and thus boost the teaching-learning process in Brazil.



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