



Students' Perceptions on YouTube as an Educational Tool in Teaching Cross-Cultural Communication

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Annotation. Contemporary globalisation requires a higher awareness of the hypercultural environment. YouTube is the most used digital social network and recent studies show youngsters use mainly online sources to understand the world. Global digital citizenship is a fundamental part of today's education. This paper focuses on the perceptions of higher education students about *YouTube* as a learning tool. Asked to assess an educational video about cross-cultural communication, students' answers show they perceive it as a plus to their education.

Keywords: *YouTube, cross-cultural communication, teaching methods, interactive learning, digital media, global citizenship.*

Introduction

In a digitally globalised world, higher education may require new approaches, including usage of modern digital tools and digital platforms in particular. In 2021, YouTube had been ranked as the second-most influential social media platform after Facebook in the world (Reuters Institute, 2021) and the most used, almost universally (95%), among

Americans under 30 (Pew Research Center, 2021). Therefore, it is important to research the use of such media channels in the teaching process, and in a globalised world dominated by digital tools, education can play a very important role, establishing roles and examples of global citizenship, which can be widespread within digital social media. Among these examples, cross-cultural communication is a relevant way of expressing and understanding in the contemporary hypercultural global scenery. Understanding cultural differences is certainly a plus when it comes to living in a globalised world, and educational institutions, especially higher education ones, have a relevant role concerning the understanding and teaching of those comprehension skills. A new digital citizenship requires students to learn not only how to use digital tools but also how to communicate with the people that these tools can reach.

With this research, we intend to establish how students perceive educational videos uploaded to YouTube. The main purpose is to understand how students across Europe, from different realities and cultures, accept digital social media, which are mainly regarded for its entertainment value, as a valuable improvement for their learning skills. Thus, this research focuses on the perceptions of higher education students from four different European countries, namely Lithuania, Portugal, Romania, and Ukraine, about using YouTube to learn about cross-cultural communication skills.

Literature Review

Global and Digital Citizenship

Global citizenship and active digital citizenship are becoming integral parts of today's teaching process, when important questions to be discussed are how global competence, essential for active citizenship in nowadays society, can be developed effectively through media channels using digital tools and resources. The concept of global citizenship has become popular in not only academia but also in a variety of other sectors, including private companies, educational institutions, international organisations, governments and non-governmental organisations (Franch, 2020). Bowden (2003) discusses the notion of global citizenship, mentioning that people have again and again proclaimed themselves to be something of the sort of a global citizen or citizen of the world. Global citizenship has been discussed intermittently since the time of Socrates (450 BC). Bowden (2003) quotes Montaigne saying that "When someone asked Socrates of what country he was, he did not reply, "of Athens", but "of the world". One need not look far to discover the term global citizenship and its various definitions in the media, the corporate sector, civil society, educational institutions, and elsewhere. The definition of global citizenship continues to remain changeable and contestable, and is often generally dependent upon the point of view and the purpose of the user (Leduc, 2013). Franch (2020), citing Oxley

and Morris (2013) and discussing the definition of global citizenship emphasises that, like all popular terms, it is used ambiguously and it is understood differently both within and across a variety of contexts. Discussing the global citizenship concept in the context of higher education Stein (2015) emphasises the demand to cultivate global citizenship is frequently invoked as central to colleges and universities internationalisation efforts. The strategies of the universities often indicate and describe global citizenship as a central internationalisation goal. Many universities all over the world and particularly inside the European Union invest considerable resources to enhance their study abroad offerings, encouraging students' and teachers' mobility, also offering more internationally focused study programs and curricula. Technological change and development must not be forgotten either. The increasingly global and technologically connected world that today's students inhabit has reinvigorated the discussion around the need to prepare young people not just for life in the one country/nation democracy but also for life as global citizens (Holmes, 2019).

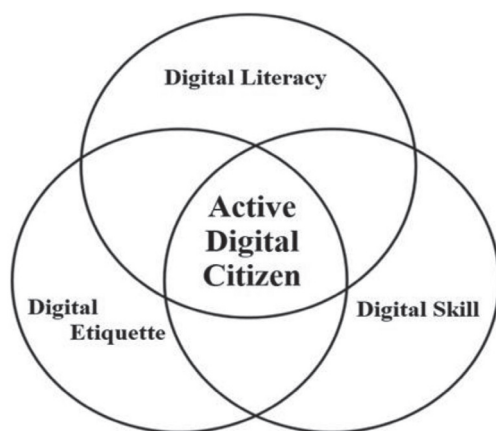
Some authors indicate global citizenship as an ambiguous concept determined by a tension between different features (Schippling, 2020). There is the argument that we are all becoming global citizens whether we like it or not: the spread of international conventions gives us common rights and entitlements (Davies, 2006). *Global citizenship* refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependence and interconnectedness between the local, the national and the global. Globalisation significantly influences the very notion of citizenship that is no longer universally seen as only a nation-related concept. The study demonstrated that social studies educators frequently use information about international and cross-cultural issues in their classrooms, and there is a tendency to incorporate global and international perspectives into the process of education. However, educators need more different forms and ways of teaching cross-cultural communication. Therefore, the discourse of global citizenship is getting more attention in programmatic educational texts and curricula (Rapoport, 2013). Due to the nature of the increasingly diverse and global 21st-century society in which students are growing up, it is critical that we explore the current approaches to teaching global citizenship and investigate instructional practices by which educators may seek to develop and improve students' competencies of global citizenship (Holmes, 2019). The complexity of today's interconnected and globalised world requires educators to prepare students to become global citizens, and one of the ways to achieve this aim is through development of language and intercultural competences and students equipped with these competences are capable of exerting influence on the local and global community, develop intercultural skills so that effective communication can be facilitated across cultural contexts (Lenkaitis & Loranc-Paszylk, 2022).

Apart from global citizenship nowadays, scientists are raising up the notion of *digital citizenship*, which is also important to approach and discuss the innovative tools

in education. Modern technology and media play a crucial role in people's lives of all ages, especially young people. Different media and information technologies are widely adopted in various learning environments through different communication devices and learning platforms (Mangkhang & Kaewpanya, 2021). It is the norm to use digital technology properly and responsibly and to learn how to use technology smartly and safely, with the ability to safely use digital technology and media with responsibility, and ethics. So, the features which are relevant to the concept of digital citizenship, described as a person who can effectively use digital and social media with an understanding of the rights and responsibilities, it is very substantial for global citizenship to discuss in the contexts of teaching cross-cultural communication using different communication and social media channels. It can be observed that global citizenship requires digital skills, digital literacy, and digital etiquette. The authors Mangkhang and Kaewpanya (2021) present the figure of Active Digital Citizen (Figure 1) in which the details are as follows: 1. Digital Literacy is essential knowledge in a digital context, aiming to create knowledge concerning appropriate and effective technology selection and presenting information with judgement and up-to-date, etc. 2. Digital skills are the ability to apply information technology and communication, knowledge management, digital information communication and dissemination, and systematic thinking processes, etc. 3. Digital etiquette is the public awareness of the use of information and communication technology with an awareness of information security and privacy data (Mangkhang & Kaewpanya, 2021).

Figure 1

Active Digital Citizen (Source: Mangkhang & Kaewpanya, 2021)



Cross-Cultural Communication Key Concepts

Due to the growing number of cross-cultural interactions both in business and in everyday social issues, more scientific approaches to cross-cultural communication are

appearing. Language barriers, stereotypical thinking, differences in values and standards of behaviour, and a lack of trust might be obstacles to effective cross-cultural communication (Lifintsev & Canavilhas, 2017; Lifintsev & Wellbrock, 2019). People working in different industries should be prepared to interact with their foreign clients and partners. Nowadays, cultural intelligence (CQ), defined as a person's ability to function and manage effectively in culturally diverse situations (Ott & Michailova, 2018), has become a necessary competence for modern professionals (Velez-Calle et al., 2018). Indeed, cross-cultural communication skills simplify interaction and negotiations in a multicultural business environment (Søderberg & Romani, 2017), and, in general, they have a positive impact on numerous work-related outcomes (Schlaegel et al., 2017).

Most cross-cultural communication research studies are comparative and explore and describe communication styles within cultures from the point of view of the locals (Gudykunst, 2003). Probably, the first fundamental research conducted by Hofstede and his colleagues (Hofstede, 2001; Hofstede et al., 2010; Minkov, 2017) illustrates six important dimensions of national cultures: power distance, individualism/collectivism, masculinity/femininity, uncertainty avoidance, long-term/short-term orientation, indulgence. The team of the GLOBE project also explores measures of several dimensions of culture and leadership, including the following: performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance, uncertainty avoidance (Globe Project, 2022). Both concepts offer convenient databases with the national cultures' scores. Definitely, both approaches have some degree of generalisations, but at the same time, they help to shape basic understanding of national cultures. Also, many cultures are not homogeneous within countries, so national averages may misrepresent the distribution of values in the population (Taras et al., 2016). Sometimes regional characteristics (e.g., in some regions in Spain or Italy) should be observed even more precisely than national ones (Lewis, 2018).

Several important cultural dimensions are included into another approach of exploring national cultures called "The Culture Map": leading, communicating, deciding, evaluating, trusting, scheduling, disagreeing, persuading (Meyer, 2014). These dimensions provide the picture of a modern business landscape of a globalised world with numerous multinational teams, international joint projects and highly active cross-border flows of goods, services, data, finance, and human resources.

Another significant contribution to cross-cultural communication theories is the Lewis model. National cultures are divided into three groups considering behaviour norms: linear-active, multi-active, reactive. While in linear-active cultures people are task-oriented and highly organised, in multi-active cultures people are more relationship-oriented. The representatives of reactive cultures are introverted, respect-oriented listeners (Lewis, 2006).

It should also be noted that the new generations, like Millennials and GenZers are very open to cross-cultural communication and they are ready and willing to work in a

multicultural business environment (Lifintsev et al., 2019). New technologies, as Byung-Chul Han (2018) pointed out, have fast-forwarded the process of closing the space between cultures, bringing our contemporary reality to a hypercultural state of living.

Humour serves a performative and amusing role, but also a reinforcement of cultural values (Carroll, 2014). Youngsters tend to rely on comedy to better understand the world (Coronel et al., 2021), and some studies have shown some positive effects of using humour inside the classroom, namely increasing motivation, encouraging critical and creative thinking, helping retain information, and even decreasing exam anxiety (Torok et al., 2004; Rieger, 2012; Huss & Eastep, 2016). Using online tools converging to offline teaching can be compared to transmedia communication, in which humour is a widespread way of storytelling (Belanger, 2020; Krefting & Baruc, 2000), very familiar to young viewers.

Regarding the global cultural environment of today's strings of communication, the tension created by cross-, multi- or hypercultural humour and satire is also something to be aware of (Julin, 2020). Nevertheless, the sensitiveness of a saturated hypercultural world (Han, 2018) distracts everyone's attention from the basic levels of significance of cultural norms and values. Humorous language can be used as a way of setting up the meanings of the world in order (Jerónimo et al., 2021).

Social Media and YouTube in Cross-Cultural Communication Education

With the growing demand for cross-cultural communication competences, universities are looking for techniques to prepare their students for a globalised business environment. It is especially important because a significant number of students feel more comfortable collaborating with their peers from their own cultural background (Moore & Hampton, 2015), while cooperation with colleagues from abroad might be challenging to them. At the same time, internationalised online content might simplify the educational process for students (Mittelmeier, 2018). In the digital age, improving cross-cultural communication skills demands effective collaboration with peers from other cultures. Thus, educators might design cross-cultural collaborative online frameworks demanding interactions between students from different cultural backgrounds (Kumi-Yeboah, 2018). One of the methods used to improve cross-cultural communication competences is a cross-national asynchronous online discussion with students from different countries within courses that facilitate new knowledge regarding different cultures (Commander et al., 2015).

Modern digital technologies, such as online video conferences where students from different cultural backgrounds can collaborate, help to develop cross-cultural knowledge (Dai, 2019). In general, students perceive online collaboration with peers from abroad on digital platforms such Moodle as valuable to improve cross-cultural understanding (Deng et al., 2017).

Social media such as Facebook play an immense role in students' everyday lives and are used as education tools as well. But their usage has its benefits and potential problems.

Some of the obvious advantages are great interaction between students and professors and the convenience of learning. At the same time, privacy concerns are among some of the potential problems (Chugh & Ruhi, 2018).

Different studies have been conducted to see how students perceive the use of YouTube in the educational process. Almobarraz (2018) has identified that students have positive perceptions about using YouTube for course activities. Students perceive the video-sharing site as being helpful in the classroom because it offers the possibility to discover new content. Using it during class can raise conversation and debate about specific topics among students (Neier & Zayer, 2015). YouTube is considered as a tool that can give answers to students' questions and help them solve their academic problems. They use it as a complementary tool and consider that academic videos from YouTube can improve their learning (Moghavvemi et al., 2018). YouTube also has a positive impact on students' engagement in classes (Roodt & Peier, 2013).

Some of the other benefits of using YouTube as an educational tool include: attracting students' attention and focusing their concentration, increasing interest in the subject, improving content attitudes, building better connections with students, adding fun to a learning process and increasing students' motivation (Maziriri et al., 2020). It might also have a positive impact on a teacher's reputation since the youth treat YouTubers as trustworthy authorities (Pérez-Torres et al., 2018).

For this study, the following ten hypotheses were proposed and tested:

H1. There is no significant difference in attitude towards the use of YouTube in the educational process between respondents from different countries.

H2. There is no significant difference in reaction to the teacher having a YouTube channel between respondents from different countries.

H3. There is no significant difference in importance of the quality of sound and picture of an educational video between respondents from different countries.

H4. There is no significant difference in the importance of humour in an educational video between respondents from different countries.

H5. There is no significant difference in the preferred length of an educational video between respondents from different countries.

H6. There is no significant difference in attitude towards the use of YouTube in the educational process between men and women.

H7. There is no significant difference in reaction to the teacher having a YouTube channel between men and women.

H8. There is no significant difference in importance of the quality of sound and picture of an educational video between men and women.

H9. There is no significant difference in the importance of humour in an educational video between men and women.

H10. There is no significant difference in preferred length of an educational video between men and women.

Methodology

Research focuses on a YouTube channel about cross-cultural communication with the generic denomination “You’ve got me wrong”. This channel was launched for educational reasons and it consists of short videos about different national communication styles. The author of the channel – an associate professor of Kyiv National Economic University named after Vadym Hetman (Kyiv, Ukraine) – teaches “Cross-Cultural Management” and “Cross-Cultural Communication”. Each video includes an interview with a representative of some nationality and the questions cover key aspects important for effective intercultural interaction. The majority of the videos include the following questions to the guest-speakers: “How would you describe people of your nationality?”, “How would you describe your national communication style?”, “What topics for a small-talk would you recommend?”, “What sensitive topics should we avoid in conversation?”, “What local words can we use to make our friends or partners from your country smile?”. The duration of the videos is around 8 minutes. The channel was launched in March 2020 and at the moment of writing this paper (May, 2022), it had 16 videos. Currently the channel is used by several teachers working in universities in different countries, in particular: Bulgaria, Denmark, Japan, Lithuania, Romania, Ukraine.

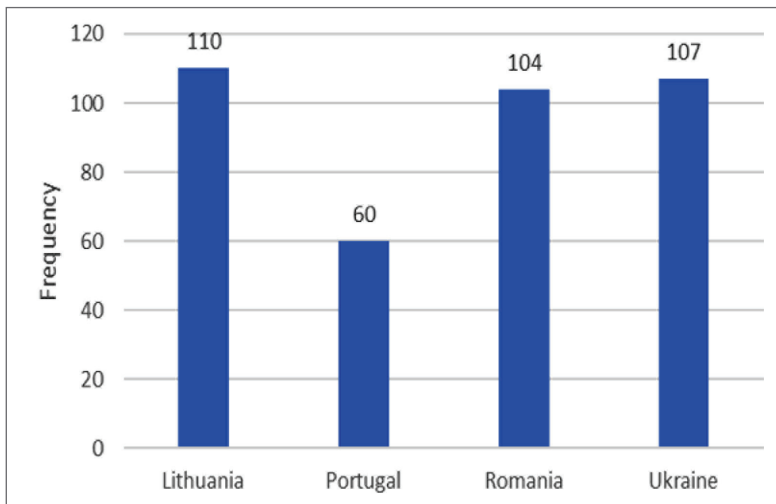
For the online survey, we have selected a video about Polish communication style downloaded on 17th of August, 2021. The duration of this video is 6 minutes and 6 seconds (6:06). The guest-speaker is a Polish lady who recently graduated from the University of Southern Denmark. The major reasons for selecting this particular video are the following: this video is a typical one (includes a standard set of questions for this channel), it highlights a culture which does not represent any of the authors’ national ones (the authors are scholars from Lithuania, Portugal, Romania and Ukraine) to avoid any biased approach and its technical parameters (duration, picture and sound quality, etc.) are rather similar to most other videos on this channel.

The respondents of our questionnaire are university students of social sciences from all levels of studies (bachelor, master, PhD) from four countries: Lithuania, Portugal, Romania, and Ukraine.

The questionnaire was answered online, and it includes two main parts. The first one contains 5 questions about the general attitude of students towards the usage of YouTube in the educational process. For the perception about YouTube in the educational process and how students perceive a professor who has and uses a YouTube channel for educational purposes a 5-point Likert scale (from very negative to very positive) has been used. For the questions that measure how important students consider elements such as humor, quality of pictures, and sound, the 5-point scale (from not important to very important) has been used. For the length of the video intervals have been given (under 3 minutes, 3–5 minutes, 6–10 minutes and over 10 minutes). In the second part, of the questionnaire, the students had to evaluate the quality of the sound, the pictures, the

humor, the length, and the general impression of the given video using a 5-point liker scale (from very poor to excellent). In the second part were also 3 open questions about what students enjoyed in the video, what they would change and to state in one word their opinion about the video. Data was collected between October 2021 and May 2022. A total of 381 responses were collected. The distribution of the responses by country is presented in Figure 2.

Figure 2
Distribution of Respondents by Country



The Kolmogorov-Smirnov and Shapiro-Wilk tests were used to test the normality of the data. The tests revealed that the data is not normally distributed, and non-parametric tests were used for the rest of the analyses because they don't make the assumption of normally distributed data as in the case of parametric tests.

For testing the first five hypotheses mentioned earlier, a Kruskal-Wallis test was conducted as it is the non-parametric alternative to ANOVA (analysis of variance). It allows us to test if there is a statistically significant difference in an ordinal dependent variable. Hypotheses 6 through 10 were tested using the Mann-Whitney test. This test is the non-parametric alternative of the independent sample t-test and it is used when we want to determine if there is a statistically significant difference between two groups of an independent variable on an ordinal dependent variable. For statistically significant results, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Both the Kruskal-Wallis and the Mann-Whitney tests are omnibus tests, meaning they only test if there is at least one significant relationship. They don't tell us in which group the significant relationship is found. That is why we need to use Dunn's procedure to determine the groups between which we have

a statistically significant difference. When we have multiple groups, we need to account for this fact and that is why the Bonferroni correction is made to the p-values. Adjusted p-values are presented. Kruskal-Wallis and the Mann-Whitney tests are omnibus tests, meaning they only test if there is at least one significant relationship. They don't tell us in which group the significant relationship is found. That is why we need to use Dunn's procedure to determine the groups between which we have a statistically significant difference. When we have multiple groups, we need to account for this fact and that is why the Bonferroni correction is made to the p-values. Adjusted p-values are presented.

The answers to the open-ended questions were analyzed using thematic analysis. The steps as outlined by Braun and Clarke (2006) are:

1. Familiarisation with the data.
2. Generation of labels.
3. Searching for themes or main ideas.
4. Reviewing of the themes or main ideas.
5. Defining and naming them.
6. Generating the report.

Results

Of the 381 respondents, most were students either at the bachelor's level (91%) or master's level (7%) while a small proportion already had higher education studies (2%). Most (70%) were female, while 1% preferred not to declare their sex. Most respondents were natives of the country the questionnaire was administered in, but there were also other nationalities (6%). An overview of the distribution of respondents depending on socio-economic variables is presented in Table 1.

Table 1
Socio-Economic Distribution of the Respondents

Variable	Category	Lithuania	Portugal	Romania	Ukraine	Total
Education	Student (bachelor's level)	104	57	89	96	346
	Student (master's level)	6	3	12	6	27
	Have higher education studies	0	0	3	5	8
Sex	Male	16	17	40	37	110
	Female	91	41	64	70	266
	Prefer not to answer	3	2	0	0	5

Variable	Category	Lithuania	Portugal	Romania	Ukraine	Total
Nationality	Lithuanian	104	0	0	0	104
	Portuguese	0	58	0	0	58
	Romanian	0	0	90	0	90
	Ukrainian	1	0	0	107	108
	Moldavian	0	0	5	0	5
	Russian	2	0	1	0	3
	Brazilian	0	2	0	0	2
	Polish	2	0	0	0	2
	Cameroonian	0	0	1	0	1
	German	0	0	1	0	1
	Italian	0	0	1	0	1
	Jordanian	0	0	1	0	1
	Kazakhstan	0	0	1	0	1
	Middle east	1	0	0	0	1
	Nigerian	0	0	1	0	1
	Turkmen	0	0	1	0	1
	Vietnam	0	0	1	0	1

For the first question, respondents had mostly (92%) positive and very positive attitudes towards the use of YouTube in education. Only 7% remained neutral and 1% were negative. Still, a test was performed to see if there was a significant difference in attitude scores between countries.

In the case of the first hypotheses, the distributions of attitude scores were not similar for all groups, as assessed by visual inspection of a boxplot. The scores were statistically significantly different between respondents from different countries, $\chi^2(3) = 26.475$, $p < .001$. The post hoc analysis revealed statistically significant differences in attitude scores between respondents from Portugal (mean rank = 133.56) on the one hand and Lithuania (mean rank = 192.33, $p = .001$), Romania (mean rank = 200.78, $p < .001$), and Ukraine (mean rank = 212.33, $p < .001$) on the other hand. Respondents from Portugal reported a significantly less positive attitude towards the use of YouTube in education compared with respondents in the other countries.

Most respondents (94%) consider that a teacher having their own YouTube channel is a positive (or very positive) thing. The other 6% had a neutral perspective, while only one respondent considered it as being negative.

Still, the test for the second hypotheses revealed that the scores were statistically significantly different between respondents from different countries, $\chi^2(3) = 12.645$, $p = .005$. After performing the post hoc analysis, statistically significant differences in reaction scores between respondents from Portugal (mean rank = 61.18) and Romania (mean rank = 210.24, $p = .007$). Respondents from Portugal reported significantly fewer positive reactions towards a teacher having their own YouTube channel compared with respondents in Romania. Although the scores for Lithuania and Ukraine were comparable to the ones for Romania, because of the Bonferroni adjustment they were not significant.

When asked how important the quality of the pictures and sound is in an educational video, the great majority (98%) considered it as being either important or very important, while 2% considered it neither important nor not important.

When testing the third hypothesis, the test revealed that the scores were statistically significantly different between respondents from different countries, $\chi^2(3) = 21.566$, $p < .001$. Subsequently, the post hoc analysis revealed statistically significant differences in attitude scores between respondents from Ukraine (mean rank = 157.58) on the one hand and Lithuania (mean rank = 213.45, $p < .001$) and Romania (mean rank = 200.60, $p = .004$) on the other. Respondents from Ukraine consider the quality of sound and pictures significantly less important than respondents from Lithuania and Romania. Portuguese respondents reported scores similar to the Lithuanian and Romanian ones, but the difference didn't remain significant after the correction.

Most respondents (77%) consider humour as an important (or very important) part of an educational video, while 17% remain neutral and 5% consider it as not important. Still, the fourth hypothesis tested if there were differences in perceived importance of humour between countries.

Statistically significant differences were found between respondents from different countries, $\chi^2(3) = 13.291$, $p = .004$. The post hoc analysis revealed that respondents from Lithuania (mean rank = 220.09) consider humour significantly more important than respondents from Ukraine (mean rank = 175.56, $p = .007$) or Romania (mean rank = 179.57, $p = .019$). Portuguese respondents reported similar scores to the Ukrainian and Romanian ones, but the difference didn't remain significant after the Bonferroni correction.

Almost half (49%) of respondents prefer educational videos between 5 and 10 minutes long, while 32% prefer shorter 3-5-minute videos. About 4% prefer less than 3 minutes, while 11% like longer videos (more than 10 minutes). About 3% consider that it depends on the content of the video.

For testing the fifth hypothesis, the test revealed statistically significant differences in preferred video length between respondents from different countries, $\chi^2(3) = 12.275$, $p = .006$. The post hoc analysis revealed that respondents from Lithuania (mean rank = 164.84) prefer shorter videos than respondents from Ukraine (mean rank = 208.74, $p = .007$) or Romania (mean rank = 179.57, $p = .019$). Portuguese respondents reported

similar scores to the Ukrainian ones, while Romanians were more similar to Lithuanians, but the difference didn't remain significant after the Bonferroni correction.

Hypotheses 6 through 10 were tested using the Mann-Whitney U test. The results of the tests are summarised in Table 2. The distributions of the engagement scores for males and females were similar, as assessed by visual inspection.

Table 2

Results of the Mann-Whitney U Tests for Hypotheses 6 Through 10

Hypothesis	Sig.	Decision
1	0.577	Retain the null hypothesis.
2	0.904	Retain the null hypothesis.
3	0.002	Reject the null hypothesis.
4	0.864	Retain the null hypothesis.
5	<0.001	Reject the null hypothesis.

Statistically significant results were found for hypotheses 3 and 5.

The importance score was statistically significantly higher in women (mean rank = 198.03) than in men (mean rank = 165.45), $U = 17165$, $z = 3.152$, $p = .002$, using an exact sampling distribution for U (Dineen & Blakesley, 1973). Women place a higher importance on sound and picture quality than men.

Video length score was statistically significantly higher in men (mean rank = 213.09) than in women (mean rank = 171.17), $U = 10393.5$, $z = -3.749$, $p < .001$, using an exact sampling distribution for U (Dineen & Blakesley, 1973). Men prefer longer video times than women.

To understand more in detail how the respondents perceived the video, what they liked and what they would change, a thematic analysis has been used. The answers to all open-ended questions were read entirety and labels were extracted from each response that captured the essence of the response. The main ideas from the responses were generated and then reviewed. At the end the themes and sub-themes were then named and a report was produced.

When asked about what they liked about the video, four big themes were identified. The respondents appreciated the content of the video and were pleased with the information received. The formulated questions and answers helped them understand how to communicate better with Polish people. They enjoyed the tips offered by the speakers about culture. At the same time, the graphs, the pictures, and the text that highlighted the main ideas helped them understand the content. The existence of subtitles was a plus of the video, making it easier for the audience to better understand it.

The second theme focuses on the way the message was transmitted to the audience. The respondents were pleased with the scenario of the video. They appreciated the dialogue between people underlining the fact that a monologue would have been boring. The enthusiasm of the speakers increased the pleasure of watching the video. The use of Polish people talking about their culture and habits was another thing that the audience liked; it was more authentic.

Another theme is the video format. They mentioned the background as being an element that increased their pleasure when watching the video. They also liked the duration of the video and were pleased with the quality of the image and sound.

The fourth theme is about the idea of creating an educational video that will help students learn about other cultures in a more pleasant and non-formal way.

Table 3

Brief Summary of the Survey Results: Positive Impressions

Theme	Sub-themes	Labels
Content	Information	interesting information, interesting facts, interesting topics.
	Tips	fun and helpful tips.
	Graphs and text	diagrams used, text and illustrations, visualisation.
	Subtitles	subtitles for video, multi-language subtitles.
Presentation style	Dialogue	interesting form of dialogue, dynamic mode of questions – answers.
	Native people	information direct from residents, native Polish citizen, Polish person.
	Enthusiasm	enthusiasm of the speakers.
	Clarity	simple language transmitting ideas, easy to listen to, clarity and simplicity of the explications.
Format	Duration	length of the video is perfect.
	Sound and image quality	good image quality, video and audio quality, great video recording quality.
	Background	beautiful landscape, calming background, non-standard background.
Idea	Idea of creating the video	idea of learning material on YouTube, teach students something new in their usual environment.

When asked about what they would change, the most common issue identified by respondents was audio problems. Most were bothered by the background noise and the distraction of the waves. Another problem was the difference in sound volume and

echoing. The quality of the video shooting could also be improved, and the camera stabilised to reduce camera shaking. Respondents also considered the graphics as having an “old style” and suggested improving the quality of the photos, or even replacing them with videos or animations. Another important issue was regarding the editing of the video. The transitions between scenes were too abrupt and the video should benefit from an introduction scene and an end scene. Audio equalisation was also a big issue. Some considered the video as being too long while a small proportion considered it as being too short. There were also suggestions of adding subtitles in different languages.

Another identified theme was that of video production. Respondents would have preferred the two interlocutors to be in the same place. The difference between scenes (beach and office) is too big and it bothers. Some added specific comments regarding the lighting of the presenters. One suggestion was to add background music.

The third identified theme was regarding the content. Some found the information dry and the interaction between interlocutors as being forced. One suggestion was to add more humour and to make the video more dynamic. Some recommended adding conclusions at the end of the video. A few respondents were bothered by the way the interlocutors spoke English.

Table 4

Brief Summary of the Survey Results: Negative Impressions

Theme	Main ideas	Keywords
Technical issues	Audio problems	background noise, echo, sound quality.
	Improved graphics	text style, pictures, old style graphics.
	Editing	scene transition, audio equalisation, intro scene, animations.
	Video quality	shooting quality, camera shaking.
	Video length	too short, too long.
Production	Subtitles	different language subtitles.
	Production	colors, lights, background music.
	Location (setting)	the beach, blank wall, speakers are in different locations.
Content	Content	humour, not relevant information, conclusion at the end, dry information.
	Presentation style	interaction between characters, naturality, forced interaction, lack of dynamism.
	Language	quality of spoken English, fluidity of speech.

When put to state in one word what they think about the video, most of the respondents consider it interesting, informative, good and educational.

Figure 3

Word Cloud: Respondents' Opinion About the Video



Discussion and Conclusions

Being one of the most popular social media, YouTube has become an important and useful educational tool (Mullen & Wedwick, 2008). The development of interactive learning using digital media is also central to the preparation of digital and global citizens. Therefore, the discourse of global and active digital citizenship is getting more attention in educational contexts and environments. Digital social media play a crucial role in youth's lives. The use of different media and information technologies in various learning environments through different communication devices and learning platforms is essential in education nowadays. Our study highlighted students' general perception of the idea of using YouTube by a teacher as very positive in all four countries where the survey has been conducted. It proves that the GenZers representing different nationalities and cultures are indeed "digital natives" (Prensky, 2001) or "net generation" (Tapscott, 2008). As the new generation of students is digitally literate, spending a lot of time online staying connected, interacting with others, they prefer to use visual materials in the educational process (Oblinger & Oblinger, 2005).

Research confirmed the positive impact of YouTube usage for educational purposes. The content of the channel used in our study is complementing the course "Cross-Cultural Communication". Some research indicates that such an approach is more effective than full replacement of the hybrid or blended model of education (Kelly, McGrath, & Cannon, 2009). Most of the students expressed positive emotions regarding the particular video used as an example in the questionnaire. Among the most widespread responses

to the request to describe the attitude towards the video in one word were “interesting”, “informative”, “educational” and “good” that illustrates a general good impression.

The findings of the study also highlighted that students have high technical demands for educational videos. While the content is essential for educational purposes, the students perceive the quality of the sound and picture important as well. Spending a lot of time online for different reasons, including private ones, students are used to high-quality digital products, so they would like to see the same standards in educational products. It sets high requirements for university teachers, whose videos should match professional bloggers’ level to increase students’ engagement and motivation. These requirements cover not only the quality of the picture and sound, but also graphics, editing and post-production process in general.

Most students feel most comfortable working with rather short videos, not longer than 10 minutes while only a few stated they would prefer to work with significantly longer ones. Humour appeared to be also important for students. They would like to have a more light, entertaining format while using YouTube even in the educational process as humour increases engagement, motivation and even creative and critical thinking. It requires from a speaker or speakers good communication competences, a high level of interaction with the audience, and obviously high-quality information.

Being pragmatic and realistic (Francis & Hoefel, 2018), the new generation demands high efficiency, willing to consume only important information in a limited amount of time in a light interactive digital format with elements of entertainment. Furthermore, YouTube provides teachers with numerous possibilities to engage students and motivate them using modern educational approaches.

The insights that we have found from the research can help teachers when working on the video content for their courses. Of course, our research has some limitations, such as the number of respondents, the number of countries where the survey has been conducted and the number of videos (a single one) being offered to the audience.

In our further research we would like to focus on a broader audience including more students and more countries to the sample. Also, we would like to use a new video content considering the negative feedback received from the respondents. And it would be appropriate to use several videos to receive more detailed feedback from the audience. Further improvement of the educational digital content is highly important for the efficiency of the educational process, in general.

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Studentų požiūris į *YouTube* kanalą kaip tarpkultūrinės komunikacijos mokymo(si) priemonę

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Santrauka

YouTube ypač plačiai jaunimo naudojamas socialinis tinklas. Naujausi tyrimai rodo, kad jaunuoliai, norėdami gauti bet kokios jiems reikiamos informacijos, pirmiausia naudojami internetiniais šaltiniais. *YouTube* jaunimas naudoja pramogai, mokymosi procese, įvairioms problemoms spręsti ar smalsumui tenkinti. Tad šiandieniniame pasaulyje ir mokymo(si) kontekste ypač reikšmingas vaidmuo tenka socialiniams tinklams, įvairių šalių švietimo sistemoms nebesvetimas socialinių tinklų integravimas į mokymosi procesą. Kita vertus, globalizacija reikalauja, kad jaunesnės kartos geriau suvoktų hiperkultūrinę aplinką, todėl būtina daugiau dėmesio skirti tarpkultūrinių žinių ir jautrumo kitoms kultūroms ugdyti.

Šiame straipsnyje skiriamas dėmesys keturių skirtingų šalių (Lietuvos, Portugalijos, Rumunijos ir Ukrainos) aukštųjų mokyklų studentų suvokimui apie socialinio tinklo *YouTube* naudojimą mokymo(si) procese. 381 įvairių studijų pakopų studentų keturiose tiriamose šalyse buvo paprašyta įvertinti ir pakomentuoti mokomąjį vaizdo įrašą apie tarpkultūrinį bendravimą *YouTube* kanale. Tyrimui pagal kiekybinius tyrimo duomenis suformuluota ir patikrinta dešimt hipotezių. Atlikto tyrimo rezultatai patvirtino teigiamą *YouTube* naudojimo mokymo(si) tikslais poveikį, dauguma respondentų išreiškė teigiamas emocijas dėl tyrime naudoto konkretaus vaizdo įrašo. Tyrimo išvados taip pat atskleidė, kad jaunimas turi aukštus techninius reikalavimus mokomiesiems vaizdo įrašams.

Esminiai žodžiai: *YouTube*, tarpkultūrinė komunikacija, mokymo(si) metodai, interaktyvus mokymasis, skaitmeninės medijos, globalus pilietiškumas.

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