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Information-Seeking and Content Creation: The Impact of YouTube Educational Videos on Learning Practices in Library and Information Science

Abstract

This study examines the information behaviour of university professors and students in higher education, specifically within Library and Information Science, from Europe and Latin American countries, as they search for, utilise, and create educational content on YouTube. The research aims to shed light on the evolving role of educational videos in academic settings and their impact on digital literacy. Using a qualitative approach, semi-structured interviews were conducted with 63 participants, including 21 video creators and 42 professors and students.

The findings reveal diverse motivations for creating and consuming educational videos, highlighting YouTube's dual function as both a supplementary learning resource for students and a tool for pedagogical enhancement for professors. The study identifies significant preferences for content produced by established university professors, emphasizing the importance of authority and credibility in digital education. Additionally, linguistic challenges, such as the scarcity of content in minority languages and the need for accurate subtitles, emerged as critical factors influencing video consumption and comprehension.

This research contributes to the field of librarianship and information science by exploring how digital platforms like YouTube are transforming traditional educational practices and information-seeking behaviours. The insights provided are valuable for librarians, educators, and information professionals who must navigate the complexities of digital content creation and curation in academic environments. The study also suggests future

research directions, including the integration of emerging technologies such as virtual reality into educational videos and further exploration of the impact of digital media on academic performance.

Keywords: Information behaviour, educational videos, YouTube, digital literacy, Library and Information Science, linguistic challenges.

1. INTRODUCTION

In the landscape of higher education, educational videos have become increasingly important in shaping information behaviour and enhancing the dissemination of knowledge. These digital resources have expanded the reach of educational content, transcending traditional classroom boundaries and overcoming geographic barriers to engage a diverse audience of learners. Beyond supporting the learning process, educational videos influence how students and educators interact with information in digital environments. This study provides a comprehensive exploration of the impact of educational videos within the context of Library and Information Science (LIS). It focuses on their contribution to the development of information behaviour, their role in encouraging students to take an active part in their learning, and their effect on the evolving responsibilities of educators. Professors, now both consumers and creators of digital content, are also part of this transformation, using educational videos to enhance their teaching practices and engage with students in new ways. By exploring the relationship between educational videos, information behaviour, and the evolving roles of students and educators within LIS, this research aims to provide useful insights into how digital media can bring positive changes in academic settings.

1.1. Educational videos in higher education

An educational video is an instructional resource that enables learners to engage with and acquire knowledge on various subjects. These videos come in diverse formats, including tutorials, documentaries, animations, case studies, and problem-solving presentations. Educational content can be disseminated through platforms like massive open online courses, dedicated e-learning systems like Moodle, or popular social networking sites such as YouTube (Author, 2023).

Hartel (2022) claim refers specifically to the creation of information behaviour videos on YouTube, not educational videos more broadly. Her analysis focuses on key theoretical frameworks within information science, such as Kuhlthau's Information Search Process, and reveals that librarians and students dominate video creation in this niche. Contributions from scholars in these specialised areas are notably scarce, which Hartel suggests limits the dissemination of scholarly knowledge. This is distinct from the broader landscape of educational videos, where scholars may have more presence. During the COVID-19 lockdown in 2020, a study conducted at the University of Barcelona involving 29 university professors across various disciplines identified significant challenges in adapting to remote teaching. Author (2021) highlighted a lack of skills among these professors, particularly in creating educational videos, which became necessary for effective online instruction. Maziriri et al. (2020) identified a robust relationship between the intention to use YouTube and its actual adoption for educational purposes, offering valuable insights for educators and researchers. Jamleh et al. (2022) emphasize YouTube's potential as a learning resource for dental students and highlights the need for critical assessment before incorporating it into dental education. Dascalu et al. (2021) highlights the need for universities to create high-quality, scientifically rigorous content to enhance learning.

There is a growing body of research on the use of educational videos in higher education, but few studies have explored how both students and university professors perceive and engage with these videos, particularly in the context of their creation, use, and the linguistic challenges involved. Additionally, the impact of these videos on teaching practices and learning behaviours, especially in disciplines like Library and Information Science, remains underexplored. To address this gap, we focus our investigation on four main research questions:

> RQ1 - How do students and professors perceive and engage with various patterns while watching educational videos?
>
> RQ2- What challenges do educators and students face in producing educational videos, and how do these challenges impact content creation, interaction, and assessment?
>
> RQ3- How do linguistic challenges influence the preferences and attitudes of students and professors in video-based learning?

RQ4- How do students and professors differ in their video habits when seeking and watching educational content?

This paper is organised as follows: Section 2 presents a literature review focused on educational videos and information behaviour. This is followed by Section 3, which describes the methods and materials used in this paper. Section 4 shows findings and provides an analysis of themes and subthemes. Section 5 is a discussion of the results, and finally, Section 6 presents conclusions and outlines future work.

2. LITERATURE REVIEW

2.1. Information Behaviour Online

The study of information behaviour has seen extensive exploration into how individuals search for and engage with information online. While there is a growing body of research in this domain, there remains limited literature specifically addressing information behaviour related to the consumption and creation of videos in higher education. Despite the diverse topics explored by scholars, common themes emerge, revealing insights that transcend the boundaries of individual studies.

Price and Robinson (2017) study the information behaviour of cult media enthusiasts, uncovering complex patterns of information consumption and production within fan communities. Together, these studies highlight the importance of context-specific information practices and underscore the pivotal role of digital resources in shaping information behaviour. Gooding (2016) offers a different perspective by proposing experimentation as a fourth category of information sources in the study of information-seeking behaviour. While his methodology differs from traditional approaches, the study emphasizes the varied methods individuals use to search for and acquire information, which could be applied to understanding the experimental and interactive nature of YouTube's educational content.

Finally, Lai et al. (2018) and Whyatt et al. (2021) explore how demographic and contextual factors influence information behaviour. Lai et al. examine disparities in mobile technology usage in disaster preparedness, demonstrating how digital access and smartphone usage affect information-seeking. Whyatt et al. investigate bidirectional translators, showing how translation direction can shape resource use and information-seeking processes. Another study by Notley et al. (2023) examines how Australian adults use YouTube for decision-

making, categorizing users into decision-makers, general users, and non-users. The results reveal that 45% of users rely on YouTube for decisions, with younger adults, men, and those with higher education more likely to do so. The study highlights the need for platform-specific media literacy to improve users' confidence in critically assessing online information.

These authors contribute to our understanding of information behaviour in digital environments. They highlight how digital resources, online communities, and demographic factors influence the ways individuals seek and engage with information, insights that are crucial for exploring the role of video platforms like YouTube in adult learning and information-seeking behaviours.

2.2. YouTube as a learning platform

In recent years, a growing body of research has explored the diverse role of YouTube as a platform for educational purposes. Studies like those by Tolkach and Pratt (2021) and Abdullah (2023) highlight the platform's potential in education, particularly in fields like tourism and early childhood learning, where it serves as a tool for both engagement and instruction. Tolkach and Pratt examined the Travel Professors YouTube channel, showing how consistent viewership was maintained even with reduced content production, while Abdullah explored the educational value of cartoons, demonstrating YouTube's ability to impart moral lessons to preschool children.

Taking a different perspective, Abed and Barzilai (2023) compare how students evaluate scientific YouTube videos and traditional webpages, highlighting the need for digital information literacy, particularly in evaluating video content. Similarly, Li et al. (2023) investigated the educational affordances of ChatGPT in YouTube videos, identifying gaps in learning optimization and knowledge comprehension, further advocating for the complementarity of human instruction with AI-driven tools.

Interactive learning tools also feature prominently in the literature. Calvente et al. (2022) and Jadhav (2020) underscore the role of YouTube in promoting deep learning through collaborative engagement Nacak et al. (2020) provide a nuanced perspective on the use of

YouTube in education, acknowledging its benefits but also highlighting potential pitfalls, such as content quality and the need for critical media literacy. This cautionary stance reflects the broader discourse on responsible and effective use of YouTube as an educational resource.

Further supporting the value of YouTube in education, Mairing (2021) showed the effectiveness of combining problem-based learning with YouTube videos in mathematics education, enhancing students' problem-solving abilities. Similarly, Muslem et al. (2022) highlighted the positive effects of peer support combined with YouTube materials on student learning outcomes, reinforcing the platform's potential to support cooperative learning.

In informal educational settings, Waldron (2013) explored how user-generated content (UGC) facilitates music learning on YouTube in two contrasting online communities. Her findings reveal that UGC supports community-driven learning, although it presents challenges like limited synchronous feedback and variable quality in informal contributions.

In a similar vein, Perkel and Herr-Stephenson (2008) examined how peer pedagogy operates within interest-driven communities like deviantART, illustrating how tutorials are used both as learning tools and reputation-building resources.

Lastly, Juhasz (2009) offers a critical perspective on YouTube's limitations in educational contexts, particularly through her course "Learning from YouTube." She argues that the platform's design promotes superficial engagement and discourages deep academic participation, contrasting with the DIY ethos of true participatory culture. Despite these criticisms, Juhasz acknowledges YouTube's capacity for learning, though it often falls short of fostering meaningful academic or community-driven engagement.

These studies reflect the complexity of YouTube's role in education, highlighting its potential to support both formal and informal learning, while also raising concerns about content quality, digital literacy, and the need for effective platform-specific media education.

2.3. Educational videos in the learning process

Educational videos have proven to be essential tools in higher education, contributing to student engagement, learning outcomes, and instructional design. Several studies demonstrate their varied roles in enhancing educational experiences. Sánchez-Mena et al. (2019) explored factors influencing higher education instructors' adoption of video-based

learning, identifying perceived usefulness and ease of use as critical determinants. Similarly, Al Otaibi and Fayyoumi (2014) emphasized how video content search systems tailored for e-learning reduce learning time and improve engagement by enabling efficient searches within video lectures. Their study further revealed that students prefer shorter, more structured videos.

The influence of videos on active learning is well-documented. Arrambide-Leal et al. (2021) showed the effectiveness of short educational videos in promoting active learning, particularly for tech-savvy students. Astutik et al. (2022) identified strategies for optimizing learning through videos in technology-limited environments, such as managing cognitive load and fostering engagement. Kestin and Miller (2022) also highlighted the importance of active engagement through their design of physics demonstration videos with embedded questions, which significantly improved learning outcomes.

In terms of video content features, Cojean and Jamet (2022) examined the inclusion of tables of contents in educational videos. While this feature aids recall, students may not fully grasp its utility, indicating further research is needed to understand its educational benefits. Pérez-Navarro et al. (2021) explored students' perceptions of videos as supplementary resources in physics courses, though their study found no strong correlation between video usefulness and the frequency of video viewing. Rajadell and Garriga-Garzón (2017) advocate for educational videos as flexible and cost-effective tools, particularly in supporting self-directed learning.

Lange (2019) explored the role of YouTube in informal learning, particularly through user-generated content that supports self-paced, socially oriented learning. Despite challenges such as the lack of formal assessment, YouTube remains a popular platform for learners to engage with diverse topics, from tutorials to peer-to-peer exchanges. Bhatia (2018) examined how YouTube beauty vloggers like Jaclyn Hill construct professional identity through a combination of informal dialogue, professional jargon, and promotional content, revealing how digital creators blend educational and promotional roles to establish expertise. Finally, Rodríguez and Pulido-Montes (2022) analyzed the use of digital resources during the COVID-19 pandemic, highlighting the importance of leveraging free and open-access tools to optimize pedagogical strategies in higher education. Collectively, these studies underscore the multifaceted role of educational videos in formal and informal learning

environments, showcasing their potential to enhance learning, foster active participation, and support self-directed study across a range of disciplines.

2.4. Linguistic Challenges in Educational Videos

Linguistic challenges in educational videos can significantly impact their effectiveness and accessibility, particularly for non-native speakers and culturally diverse audiences. These challenges encompass subtitling, translation, and cultural adaptation, all of which are crucial for making educational content inclusive and comprehensible.

Subtitling plays a vital role in overcoming language barriers in educational videos. Vanderplank (2010) emphasizes that subtitles can greatly aid language acquisition, especially for learners who are not native speakers of the video's language. Gernsbacher (2015) further highlights the broad benefits of video captions, which assist not only non-native speakers but also individuals with hearing impairments and those learning in noisy environments. These studies underline the importance of well-implemented subtitles in making educational videos more accessible to a diverse audience.

Translating educational content involves more than just converting text from one language to another; it requires cultural adaptation to ensure relevance and effectiveness. Díaz-Cintas (2012) points out that translation can influence the meaning and reception of content, stressing the need for cultural sensitivity. For instance, Sourander et al. (2024) adapted a Japanese educational program for Finnish students, incorporating cultural modifications to fit the Finnish context. This process highlights the necessity of considering cultural nuances in educational video translation to maintain the content’s integrity and relevance.

Linguistic diversity in educational settings necessitates materials that cater to various languages. Montero Perez et al. (2013) demonstrate that captioned videos significantly enhance vocabulary acquisition and listening skills for non-native speakers. Additionally, Cárdenas Curiel et al. (2024) emphasize the need for culturally relevant materials to engage multilingual learners, underscoring the importance of addressing linguistic diversity in educational content.

Creating culturally and linguistically sensitive educational videos is essential for inclusivity. Elliott et al. (2024) highlight the need for both 'surface' and 'deep' cultural adaptations to make content accessible to diverse audiences. Strategies like adding subtitles and offering

transcripts, as discussed by Zhu et al. (2021) and Dreisiebner et al, (2020), are important in addressing cultural and linguistic diversity in online courses, ensuring that content is relatable and comprehensible for a global audience. Linguistic and cultural considerations are integral to the creation of effective educational videos. Subtitling, translation, and cultural adaptation are not merely technical tasks but are essential for making educational content accessible to a diverse, global audience. Addressing these challenges is crucial to ensuring that all learners, regardless of their linguistic background, can fully benefit from educational videos.

3. METHODOLOGY

3.1. Sampling

We selected participants from different countries mixing criteria from convenience sampling and purposive sampling, where the subjects were selected based on the purpose of the study and meet specific criteria (Etikan et al., 2015; Tongco, 2007).

The main focus of this approach was a group of professors and students, called creators, who create and publish educational videos on YouTube or other social media platforms. Creators are also called originators by Wilson (2014) when referring to institutions that create content, rather than individuals. We also performed interviews with another bigger group of professors and students, called observers, who watch educational videos on YouTube for a variety of reasons and purposes. The whole sample is comprised of this group because, all in all, both groups are also observers.

To recruit participants, we performed the following steps:

a) Emailing heads of departments from different faculties or universities with library and information science studies in Bosnia-Herzegovina, Colombia, Costa Rica, Croatia, Spain and Uruguay. These countries were selected to ensure a diverse range of perspectives from different cultural, linguistic, and educational contexts. Additionally, the selection aimed to capture experiences from both European and Latin American regions, which face unique challenges in the use of digital educational content and platforms like YouTube. Once contact was made, we asked for volunteers to be interviewed according to our requirements.

b) Connecting with YouTube creators. Contact was made using a YouTube filter and selecting certain channels. Search terms used to filter channels were “Mathematics” and “Economics”. The reason for choosing these two terms was because these channels are very popular on YouTube and have high visitor numbers. No channels were found in our search for library and information science educational videos in Bosnian, Catalan, Croatian or Spanish. In most cases, the channels with videos about library and information science had a very small quantity of videos or they were institutions, such as archives. Before contacting each channel, it was necessary to ensure that the creator was a university student or professor by comparing the information in their YouTube profile with other sources such as LinkedIn, Research Gate or Google Scholar. This enabled us to connect with professors from Colombia, Mexico and Spain, in addition to connections made with students who create videos from Argentina and Spain.

Once we connected with the creators, we arranged a date for an interview. Participants were from the countries shown in table 1 and professors (N=28) who produced videos were n=14 and observers were also n=14. For the students (N=35), students n=7 were creators, and n=28 were observers as shown in table 1.

Table 1. Distribution of the sample of semi-structured interviews by country.

	Professors distributed by country		**Students distributed by country**	
Country	**Creators**	**Observers**	**Creators**	**Observers**
Argentina			1	
Bosnia-Herzegovina	1*		1*	6
Colombia	1			
Costa Rica	2	2		2
Croatia		3		5
Ecuador	1*			
Italy		1		3
Mexico	1			
Spain	8*	5	5*	13
Uruguay		2		3
Turkey		1		1
Total	14	14	7	28

Creators marked with an asterisk (*) are not from the field of Library and Information Science (LIS)

Table 1. Distribution of the sample of semi-structured interviews by country

3.2. Semi-structured interviews

We conducted semi-structured interviews with the aim of identifying patterns in the consumption and creation of videos that did not emerge in a former study (Author et al., 2023). A semi-structured interview allows the interviewer to guide the interviewee through a communicative verbal and nonverbal relationship (Aleandri & Russo, 2015). Since there were human interactions the research was approved by the ethics committee of Universitat de Barcelona.

In semi-structured interviews, data are usually collected by note-taking and voice or tape recording and transcribing the interview later for further analysis as discussed in the literature (Flick, 2014; Merriam & Tisdel, 2016; Boté-Vericad & Lopezosa, 2024). Semi-structured interviews allow for the collection of qualitative data that later influence the results of a study. While Shapka et al. (2016) suggest that there are no significant differences in data quality between face-to-face and online interviews, other studies provide a more nuanced view. Peasgood et al. (2023) found no significant differences in data quality in online versus face-to-face interviews, particularly for mild health states. Johnson et al. (2019) noted that in-person interviews tend to yield richer and more conversational data, but the substantive content was comparable across interview formats. Similarly, Woodyatt et al. (2016) observed that while online discussions produced shorter responses, They often encouraged participants to share more openly and honestly, particularly with sensitive topics, without compromising data quality. These findings suggest that both face-to-face and online interviews can produce high-quality data, but factors like interviewer technique, participant engagement, and technical quality remain crucial (Oates, 2014). Researchers should carefully design interview questions before recruiting participants, and conducting a test interview with a small sample is recommended to avoid bias and ensure data quality (Merriam & Tisdel, 2016). The interview guidelines are provided in Author (2022) and replicated in the Appendix of the paper.

The interviews were done with different groups and stakeholders to identify the perception of video usage for educational purposes. Our interview consisted of two parts. The first part of the interview was of professors and students who were video content creators or video creators. We call this group 'creators'. The second part of the interview was comprised of participants who watched videos for learning. In this second case professors as well as students are considered users. We call this group 'consumers', 'observers', 'watchers' or even 'learners'. 'Consumers' is the term most often used in our research. It is common to say to "consume videos" which should be understood as viewing or watching a video and reading comments (Khan, 2017; Shoufan, 2019). The term consume refers to "information consumption" or "information is consumed" (Bazeley & Kemp, 2012; Cooke, 2017; Poirier & Robinson, 2014) and it is also used as a metaphor in scientific literature. Therefore, in this paper, we will use the term consume or watch interchangeably in relation to the behaviour of professors and students. We performed longer interviews with creators because they create and produce videos, but they also watch videos (to learn or for fun).

We conducted the semi-structured interviews as follows: each interview lasted about 45 to 60 minutes. In the interviews, participants were informed that while some questions focused on general video behaviours, the primary emphasis was on educational videos. This clarification ensured that responses remained aligned with the study's focus on educational content. All interviews were voice recorded and were conducted in Catalan, English, or Spanish. Semi-structured interviews with participants from Bosnia-Herzegovina, Croatia and Spain were in-person. The rest of the interviews were done through a videoconference system. Interviews conducted in multiple languages were translated into English in-house by researchers and then checked by a professional translator and another fluent researcher. This review ensured accuracy and consistency, preserving the integrity of the data for analysis and quoting in the Findings section. The interviews were transcribed verbatim using cloud-based software (https://sonix.ai). Although the software supports transcription in various languages, all interviews were transcribed into English for coding and analysis. Participants remained anonymous, and only demographic data—field of study, country, age, and role (student or professor)—was collected.

3.3. Data Analysis

After transcribing all interviews, we proceeded with a comprehensive analysis. Our study focuses on two types of users: creators and observers. The first part of the analysis centred on participants who are creators of video content.

We used a combination of reflexive thematic analysis (Braun & Clarke, 2006) and inductive coding based on Mayring's (2010) approach. Reflexive thematic analysis was used to identify recurring patterns and themes within the data, while Mayring's method provided a structured framework for developing and refining codes through an iterative process. This dual approach allowed for a detailed and flexible analysis, ensuring that both overarching themes and nuanced insights were captured. In practice, the analysis began with reading the transcripts and coding inductively, meaning that codes were not predetermined but emerged from the data itself. This approach was refined after 50% of the corpus had been analysed, allowing us to adjust and finalise our coding system based on initial insights. We used Atlas.ti software (version 24.0) to manage and analyse the data, including text, voice recordings, and video, which facilitated the identification and refinement of codes and themes throughout the process.

Our method aligns with similar research approaches, such as the investigation of university professors' perceptions during the first wave of COVID-19 in Spain (Author, 2021). This iterative, flexible approach allowed us to capture a rich, comprehensive understanding of the participants' experiences and perceptions, with clear links between the research objectives and the data.

4. FINDINGS

As mentioned in the Methodology section, we used a combination of reflexive thematic analysis (Braun & Clarke, 2006) and Mayring's (2010) inductive coding approach to explore the data in a thorough and flexible manner. Reflexive thematic analysis was particularly suited to this study because it enabled us to iteratively engage with the dataset, continually refining our themes and subthemes through a process of constant review and reflection. This iterative process involved returning to the data multiple times, reassessing our coding

framework as new patterns emerged, and adjusting the themes to better reflect the complexity of participants' responses.

Through this reflexive process, we identified 480 codes, which were grouped into 20 subthemes and further consolidated into four overarching key findings. These key findings reflect the major patterns that emerged during our analysis, providing deeper insights into the information behaviours of both professors and students with respect to educational videos. Table 2 outlines the key findings and their corresponding subthemes, ordered by the number of quotations, to reflect the relative prevalence of each theme within the dataset.

Table 2. Key findings and subthemes emerging from reflexive thematic analysis.

Key Findings	Subtheme	Quotations
Finding 1: Diverse Patterns in Video Engagement	Preferred types of videos	57
	Reasons for selecting educational videos	45
	Interactions with videos	40
	Motivations in watching videos	23
	Background music preference	20
	Defining educational videos	11
	Attitude towards advertisements	10
Finding 2: Challenges in Producing Educational Videos	Video creation process	18
	Reasons for video creation	13
	Language of creation	6
	Metrics analysis	6
	Interaction with users	5
	Equipment needed to create videos	4

Key Finding 3: Linguistic challenges in Educational Videos	Language preference	28
	Absence of preferred language content	12
	Attitude towards subtitles	11
Key Finding 4: Video-Watching Habits and Preferences	Divergent approaches to watching videos	64
	Strategies of search and technical significance	31
	Enhancing content for optimal viewing	27
	Favouring conciseness: preferred video length	27

TABLE 2. Key findings and subthemes emerging from reflexive thematic analysis

4.1. Finding 1: Patterns found watching videos

Our reflexive analysis revealed diverse patterns in how students and professors engage with educational videos. The most prevalent themes revolved around their preferences for certain video types, their criteria for selecting videos, and their interaction habits.

4.1.1. Preferred Video Types

Both professors and students exhibited a strong preference for educational video formats that offer clear, practical insights. Tutorials, lectures, and TED Talks were consistently identified as the most useful formats due to their ability to provide structured information and actionable content. As one professor noted:

> "Tutorials… individuals engaged in discourse… notably pragmatic in nature… encapsulating examples for students' practical implementation" (Uruguayan professor in library and information science, 47 years old).

4.1.2. Reasons for Selecting Educational Videos

The reasons for selecting educational videos were largely driven by the clarity and relevance of the title and thumbnail. Professors often took a more discerning approach, sometimes extending their search beyond the first few results, while students placed a strong emphasis on the immediacy of the top results. A Catalan student remarked:

> "The title and first results usually give me the most relevant videos" (Catalan student in library and information science, 22 years old).

4.1.3. Interaction with Videos

Professors and students interacted with videos in different ways, reflecting their respective roles in the learning process. Professors were more likely to share videos with both their peers and students, while students focused on pausing videos for note-taking and sharing content with classmates. As a Croatian student shared:

> "Interaction in my case translates into pausing the video to take notes… and sharing the video with classmates" (Croatian student in library and information science, 23 years old).

4.1.4. Motivations for Watching Videos

The motivations for watching videos differed significantly between professors and students. Professors used videos as supplementary tools to enhance their teaching and expand their own knowledge, whereas students primarily watched videos to prepare for exams and complement traditional learning resources. A professor explained,

> "I use videos as a means to enrich my lectures and to satiate my own intellectual curiosity" (Croatian professor in library and information science, 56 years old).

Similarly, a student from Italy expressed,

> *"*Videos help me to better understand concepts and prepare for exams more effectively*"* (Italian student in library and information science, 21 years old).

4.1.5. Background Music Preference

The presence of background music in videos was seen as a distraction by both groups. Professors, in particular, associated background music with lower-quality content, and students found it disruptive to their focus, especially when trying to concentrate on difficult subjects. As one professor shared:

> "Background music is incongruent with the video content… raises doubts about its quality" (Catalan professor in library and information science, 47 years old).

A student added,

> "It's hard to concentrate on the content when there's distracting music in the background" (Italian student in library and information science, 21 years old).

4. 2. Finding 2: Challenges producing educational videos

The analysis also uncovered a range of challenges faced by both professors and students when producing educational videos. These challenges encompassed technical difficulties, content design issues, and the process of engaging with audiences.

4.2.1. Video Creation Process

Creating educational videos required considerable planning, with some professors opting to create short, problem-solving clips to aid students' understanding of complex topics. One professor explained that they often planned video series in advance to ensure coherence and continuity:

> " I create short videos explaining solutions to common problems students face. I plan these in advance to ensure they address students' most pressing needs." (Spanish professor, 52 years old)

Some students mentioned automating their video creation process, recording and editing videos in bulk to create a continuous flow of content. For example, one student shared:

> " I record daily and edit afterwards to create a 30-day series." (Spanish student in library and information science, 23 years old)

4.2.2. Reasons for Video Creation

Professors and students cited different reasons for creating videos. For professors, the primary motivation was to address the needs of students who were unable to attend lectures or who needed additional support. A professor shared their motive for producing videos:

> " These videos are for students in remote areas who can't attend lectures. I send the videos directly to them." (Costa Rican professor in library and information science, 47 years old)

Students were driven by different motives, including the desire to make complex concepts accessible to a broader audience:

> " I wanted to make learning accessible and engaging, so I create videos that explain concepts in a simple, cinematic way." (Argentinian student, 26 years old)

4.3. Finding 3: Linguistic Challenges in Educational Videos

Linguistic challenges were a recurring theme in our analysis, particularly regarding the availability of educational videos in less widely spoken languages and the use of subtitles.

4.3.1. Language Preference

Both professors and students expressed a strong preference for content in their native language, particularly in cases where linguistic diversity was less represented. Many participants faced difficulties finding content in minority languages such as Catalan, Bosnian, or Croatian, and often had to rely on English-language videos. One professor commented,

> "I create videos in my native language, but when I look for resources, I often end up with English content due to a lack of options in Bosnian" (Bosnian professor in Library and Information Science, 43 years old).

Students similarly echoed this challenge, with one Croatian student sharing:

> "I mostly use English videos because there aren't enough Croatian options available" (Croatian student in library and information science, 22 years old)

4.3.2. Absence of Desired Language Content

The absence of educational videos in preferred languages was particularly problematic in specialised fields like Library and Information Science. Many professors and students were forced to turn to English-language videos, despite struggling with linguistic nuances:

> “There is a real lack of content in Croatian, and I have to rely on English videos, which can be challenging at times” (Croatian student in Library and Information Science, 22 years old).

4.3.3. Attitude towards Subtitles

Subtitles were a valuable tool for overcoming language barriers, especially when the speaker's accent or rapid speech made comprehension difficult. Both professors and students relied on subtitles to ensure they could follow the content effectively. A Croatian professor mentioned,

> "Subtitles are essential when the speaker’s accent is difficult to understand. I always use them for clarity." (Croatian professor in library and information science, 55 years old)

Similarly, a student commented,

> "Subtitles help when I’m watching English videos. They make it easier to follow complex topics" (Uruguayan student in library and information science, 23 years old)

In the absence of educational content in a preferred language, subtitles emerge as a crucial aid, facilitating students' engagement with video material.

4.4. Finding 4: Video-Watching Habits and Preferences

Finally, our analysis highlighted distinct patterns in video-watching habits, with differences emerging in how professors and students sought out, watched, and utilised educational videos.

4.4.1. Divergent Approaches to Watching Videos

Professors primarily used videos to supplement their teaching materials, while students watched videos on a more regular basis, often as part of their exam preparation. Both groups, however, appreciated the ability to access concise, high-quality content on demand. One professor noted,

" “I use videos in about half of my classes to complement my lectures” (Costa Rican professor in library and information science, 57 years old)

A student shared a similar sentiment:

> “I watch videos daily, especially leading up to exams” (Bosnian students in library and information science, 22 years old)

4.4.2. Enhancing Content for Optimal Viewing

The technical quality of educational videos played a crucial role in determining whether they were used in the classroom or during study sessions. Clear audio and visuals were particularly important, with professors emphasising that poor sound quality was a major deterrent to using a video. One professor mentioned:

> "If the audio quality is poor, I skip the video, regardless of the content." (Italian professor in library and information science, 53 years old)

4.4.3. Favouring Conciseness: Preferred Video Length

Both professors and students preferred shorter videos, typically ranging between 3 to 5 minutes, which allowed them to digest key information quickly without being overwhelmed by extraneous content. As one student remarked:

> "Short videos, ideally around 3 minutes in duration, align with my preferences." (Spanish student in library and information science, 22 years old)

The preference for brevity is rooted in the awareness of time constraints and the desire for focused content.

4.4.4. Strategies for Searching and Selecting Videos

When searching for educational videos, professors and students used general search engines and the internal YouTube search function, though advanced search filters were

underutilised. The technical quality of videos, particularly the clarity of audio, was one of the most significant factors in determining video selection:

> "I filter videos by quality—if the sound isn't clear, I move on (Croatian student in library and information science, 27 years old)

By applying reflexive thematic analysis, we were able to identify and refine the key findings presented in this section. The themes and subthemes reflect the complexity of the participants' engagement with educational videos, encompassing their preferences, challenges, linguistic barriers, and watching habits. These findings provide insights into how professors and students use and produce educational videos within the field of Library and Information Science.

4. Discussion

This article analyses the impact of educational videos on learning, student engagement, and the evolving role of educators. The first research question looks into the theme of how people watch videos and its related subthemes. Creators have turned to advertisements as a source of income and a means of supporting the YouTube platform. Although these advertisements are strategically placed in relation to the video content, they have a clear intention to prompt action, such as a purchase. However, if the advertisement is bothersome, it can negatively impact the viewer's willingness to make a purchase (Yang et al., 2017). Tresa Sebastian et al. (2021) conducted a qualitative study in India with a sample of 50 participants who reported viewing videos for 30 minutes daily. Their findings revealed mixed opinions regarding advertisements, a result that aligns with our own research.

The emergence of the topic of the viewer's interaction with videos is apparent. Our findings suggest that viewers may interact by pausing a video to take notes, writing comments, or sharing links with colleagues, though the latter is less frequent. In their study, Fedele et al. (2021) administered a questionnaire to a sample of preadolescents (N=1,406) at 41 Catalonian schools and conducted three focus groups. The study revealed that while teenagers may not enjoy interactive elements, they do utilize YouTube for self-learning, which aligns with one of the social aspects of YouTube as a media platform. YouTube may

be viewed as an informal learning platform, and the nature of a user's interaction with the content and platform is influenced by their age. Informal learning is the shared objective among YouTube users of different ages, and their approaches may vary. For example, some may opt to watch a familiar channel, while others may utilize the YouTube search engine. While some interview questions addressed general video behaviours, participants were guided to reflect on their experiences with educational videos. This ensured that responses were framed within the study's primary focus on learning and teaching contexts, even when broader video habits were discussed.

In relation to the second research question, the analysis leads with the theme of the challenges in producing educational videos and its subthemes. We observe different patterns in the production of educational videos. First, creators produce videos to help others, as an altruistic means to share knowledge. It can be argued that creators produce content to earn income, but in the literature different purposes are observed and, in some cases, videos are created to motivate students or improve literacy (Valor Miró et al., 2018; Vizcaíno-Verdu et al., 2019). Also, Gorichanaz (2018) explores information creation within information behaviour, emphasizing art as a focal point for research. It calls for further theoretical distinctions, interdisciplinary collaboration, and empirical studies. The paper seeks to clarify this concept, highlighting its significance and potential in various academic disciplines, particularly in artistic contexts.

Second, the video creation process varies from one creator to another. Since we have found sophisticated equipment among the participants as well as low-cost equipment, both types of experiences are also reported in the scientific literature (Sheridan, 2015) and the findings demonstrate that the most relevant thing is the quality of the content. We believe that, in the creation of educational videos, the sequence of the concepts, images, or other elements needs a well-planned strategy.

Our findings show that creators engage with their audience for various purposes, including boosting their channel's popularity, refining their communication approach, and addressing viewers' questions about video content. These creators aim to cultivate a community through direct interaction, aligning with the online YouTube community's characteristics (Rotman

& Preece, 2010). Building this community is driven by creators' desire for increased viewership and to become a valuable resource for their audience. Learners also engage with creators, fostering a content-centred community (Sanz-Martos et al., 2018). Notably, videos often serve as supplementary educational tools, functioning like an additional professor or teacher for their audience.

In interviews with creators, a common theme emerged regarding their choice of language in video creation. Typically, they opt for their native language, reflecting their comfort. Nevertheless, none of them employ a secondary language for their YouTube channels. This choice aligns with the fact that viewers may enhance their language skills or find motivation to study through video content (Herron et al., 1995). However, creators would require proficiency in the secondary language, posing a challenge.

Regarding metrics, our findings suggest that while creators have access to these statistics, they often do not engage in in-depth analysis to assess their videos' impact on learning, such as tracking pauses. Exploring YouTube metrics is viewed as time-consuming, with creators primarily focusing on audience size and view counts. In contrast, prior studies (Kokaram et al., 2018; Lau, 2017; Saurabh & Gautam, 2019) have argued that in-depth metric analysis can yield valuable insights for enhancing visualizations, engagement, and content quality.

In relation to the third research question surrounding linguistic challenges and its subthemes, participants in the study have indicated that they watch videos in their native language and in the absence of desired content, or finding better content, they also watch videos in other languages, leading to two questions: understanding the foreign language or having subtitles in the videos, preferably edited subtitles. However, for Bosnian, Catalan, and Croatian, there is a distinct lack of content in these languages, or the content is not useful. These languages are considered minority languages (Council of Europe, 2021) and it seems that the creation of educational video content in these languages has its drawbacks.

In relation to the fourth research question about seeking and viewing and its subthemes, video habits surrounding search strategy is one approach to information behaviour. Nevertheless, there also other ideas emerging, such as content improvement. We have found that students and professors agree about their seeking and viewing patterns. We think that

this agreement is likely related to the technical elements of the video such as the metadata, the description of the video, the use of a tie microphone, the use of images to enhance the explanation, or edited subtitles, all of which can provide technical improvements to the video. However, one of the issues relates to the tools for rating the quality of the content (Helming et al., 2021), which exist, but in reality, while there are several tools to measure quality, there is a lack of standardization for the measurement of content quality (Author, 2019). In terms of video viewing habits, we found that students and professors watch videos every day in a variety of situations, such as while using public transportation, or at the workplace (in the case of professors). This habit of watching videos every day relates to the theory of everyday (Bovone, 1989; Ocepek, 2018; Perttilä & Ek, 2010) which needs some improvement in relation to the information behaviour model.

Author et al. (2023) prompts an important question about search methods. Both students and professors primarily use the search bar and follow YouTube's algorithmic suggestions. Notably, voice searches are not utilized by any participants. This shift from traditional manual searches with predefined keywords to voice recognition alters the informality of learning and the search outcomes (Yadav & Chakraborty, 2021). While the concept of complexity theory endures (Streufert & Castore, 1971), the search process and outcome expectations undergo transformation due to voice recognition integration (Kuhlthau, 1988).

Finally, in terms of preferred video length, there does not seem to be a consensus among professors or students. These opinions vary from field to field, but we can assume that looking to technical videos to solve problems with assignments or clarify uncertainty tends to be a preference among students and professors participating in the interviews. In terms of self-learning, the preferred length tends to be a bit longer. In the scientific literature there are differences among authors (Joseph et al., 2006; Valor Miró et al., 2018) especially in relation to the content being shown and consequent learnings.

The findings offer practical insights for librarians, professors, and students. Librarians can curate and promote high-quality educational videos, while encouraging advanced search strategies. Professors should focus on videos with clear content, effective interaction, and relevant subtitles to enhance learning. For students, engaging with video annotations and

sharing content fosters collaborative learning. In LIS education, incorporating video analysis and creation into curricula addresses key digital literacy needs, particularly for evaluating content quality. Addressing linguistic challenges and supporting the production of minority language videos can improve inclusivity and accessibility in educational video resources.

5. LIMITATIONS

This study provides insights into the role of educational videos in shaping information behaviour within Library and Information Science (LIS), but there are several limitations. The focus on a select group of countries limits the applicability of the findings to other regions with different educational systems and access to digital resources. The sampling method may have introduced bias, as participants were largely those already engaged with educational videos, which might overlook wider viewpoints. Language barriers also presented challenges, as interviews conducted in various languages were transcribed into English, potentially reducing the depth of responses. The semi-structured in-person and online interviews, along with the use of transcription software, may have affected consistency. Another limitation is the inability to interview creators in Croatian and Bosnian, preventing them from expressing themselves fully in their native languages. While the sample size was suitable for qualitative research, it may not fully reflect the range of experiences. Future studies should explore how new digital tools impact educational video use in higher education.

6. CONCLUSIONS AND FUTURE WORK

This study explored the role and impact of online educational videos on YouTube, specifically examining their influence on the information behaviour of students and professors in the field of Library and Information Science (LIS). The research aimed to address a gap in understanding how individuals use and create educational video content, an area with limited existing studies. The primary goal was to explore how students and professors engage with educational videos, both in terms of consumption and production.

Several key findings emerged from the research. Firstly, it revealed distinct patterns in video viewing preferences among both students and professors, underscoring the importance of factors such as advertisements, background music, and content selection. Secondly, it

explored the challenges associated with educational video creation, covering content development, required equipment, language considerations, and user interaction. Thirdly, linguistic challenges surfaced, including the absence of preferred language content, language preferences, and attitudes toward subtitles. Finally, the study identified video selection strategies, with both students and professors expressing a preference for concise, high-quality audiovisual content due to modern time constraints.

The findings of this study enhance our understanding of the intersection between educational videos and information behaviour, providing valuable insights for educators, content creators, and instructional designers. Future research could explore the integration of emerging technologies, such as virtual reality, and examine how these innovations reshape the learning landscape and influence information behaviour. Additionally, assessing the long-term impact of educational videos on academic performance and retention could provide further insights for improving digital learning strategies.

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APPENDIX

The following interview questions are designed to explore your general video consumption and production behaviours, as well as your specific interactions with educational content. While some of the questions may seem general in nature, the primary focus of this research is on educational videos, particularly those used for learning and teaching purposes. We encourage you to consider your experiences with educational videos in your responses, even when the question appears to address broader video practices.

Explain to me how often you create videos for YouTube

Please tell me about your work process to create a video

What is the reason that you make the videos in one language or another?

Can you explain to me if you have any kind of planning?

Can you explain to me which equipment do you have to record videos?

How is the interaction with your users when they leave comments on your videos?

Of the videos you have produced, can you explain one that has had a lot of repercussion for you?

Do you use interaction elements in your videos, do you use cards, or do you use playlists or video endings?

Do you check the metrics of your videos?

Could you tell me what kind of audience you have?

What kind of videos do you create and for what purpose?

What social networks do you use besides YouTube?

When do you think you watch videos on YouTube?

What is the preference for you in a video in relation to time? (long, short, medium) Could you define the time?

How important do you give images when you watch a video?

How important is sound when watching a video?

How important is it to you that a video has background music?

Can you tell me how you look for the videos?

Do you use advanced search on YouTube?

In which languages do you prefer the videos you watch?

Do you activate the subtitles at some point? In which situation?

What kind of videos are you looking for in relation to what you study / teach?

Do you have a preference to watch the videos? (Before exams, to do / prepare practices ...)

What video format do you prefer?

Do you need someone to appear on the screen?

What is a good educational video for you?

Are you prone to interact (write comments, share) in the videos?

Do you see the related videos that correspond to the channel where you watch the video?

Can you tell me your opinion about the ads on YouTube when you watch a video?

Can you tell me if you are subscribed to a YouTube channel with educational content and what is it?

Explain what influences you to click on a video?

Does the title of a video have to be explanatory?

Please tell me an example of a video that has caught your attention lately