

The Youtube Companion to Film Education

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Abstract

The digital economy has expanded the global commercial sphere into portable devices for improved access to consumer data and increased trade opportunities. The proliferation of internet users across multiple social media platforms has influenced not only trade, but global media and communication. As platforms for user-generated content such as YouTube and TikTok show no signs of decelerating, the availability of digital technologies has spawned content creators worldwide. As the world's second-most visited website, and India's top OTT platform for media consumption, the influence of YouTube extends beyond music and entertainment. A content-sharing platform that also offers opportunities for informal learning, YouTube is causing a paradigm shift in global education including cinematic pedagogy. Based on the Jungian theory of individuation and through a schizoanalytical Deleuzian lens, this research paper examines the ubiquity of YouTube as an educational alternative among media and communication students in India. The research design will employ mixed methodologies to understand semiotic patterns in media consumption in terms of informal learning and meaning-making practices. These include descriptive analysis for individual variables and correlation analysis of variables. The research study will help determine YouTube trends in cinematic pedagogy among media and communication students in India and enable replicable analysis of informal learning paradigms facilitated by digital technologies and the concomitant consumer surplus.

Keywords: Jung, Deleuze, Guattari, digital media, education, film studies, YouTube, digital communication, schizoanalysis, individuation

1. Introduction

1.1 Technological Transformations in Global Pedagogy

Emergent digital technologies have transformed the world of media and communication worldwide. The expansive influence of the global digital economy has forced media publications to increase their online presence; catalysed social media platforms with data analytics to have influence over global commercial activities; and transformed the global politico-digital economy with its fountainhead of information. For global media and communication as it pertains to media production/content development, this paradigm shift in technological functionality and accessibility has not only ensured digitalisation's transformative impact on film production, distribution and exhibition, but also engendered a democratization of content development globally. The concomitant consequence on cinematic pedagogy is frequent alterations in curricula and disseminative methodologies worldwide. Deleuze and Guattari (1987) assert that despite variations in educational models, *normalization* or the process of homogenizing an individual involves guiding the learner towards shifting markers of contextualisation and subjectification, towards development that is more attuned to societal expectations of a nobler and evolved version that willingly aligns itself with the conformist's ideal. In the 21st century, however, many normalised silos of information have long been broken, and education is no longer confined to conventional institutional edifices or its informational archives.

According to Firth and Robinson (2017), education in institutional settings inherently involves pedagogies that are developed with the aim of moulding the learner based on societal expectations of graduate competencies, with universities often promoting their institutions as having the relevant expertise in crafting the undergraduate learner into an industry-ready professional. This frequently involves the churning of distinct individual characteristics into the homogenous unit of knowledge capital expected by 21st century employers. 'Knowledge, information and specialised education are just as much parts of capital ("knowledge capital") as is the most elementary labor of the worker (Deleuze & Guattari, 2009). While the employability of human capital as a labour resource has transformed with emergence of digital technologies and corresponding skill associations, the value indices of expected economic productivity precipitate the formulation and

formation of knowledge models for a framework that is more cohesive with workforce requirements. However, with access to innumerable approaches to knowledge acquisition, from the conventional university model to online certifications, the 21st century undergraduate's learning trajectory has expanded to a more subjective and individualistic pursuit. In 2019, after returning from a session break as visiting faculty at one of India's premiere media and communication institutes, the author found some students watching a BTS (Behind-The-Scenes) video on YouTube. Realising that students were using YouTube as a supplementary educational resource in an effort to steepen their learning curve and enhance valorization of their skillset for improved employability, the author decided to investigate the prevalence of informal learning through YouTube among media and communication (M&C) students in India.

1.2 Cinematic Pedagogy and Informal Learning Practices

The availability of digital content for informal cinematic learning includes instructional content from online platforms such as No Film School and Masterclass. YouTube offers a broader range of learning opportunities comprising tutorial videos for software and equipment associated with cinematic tools and techniques; behind-the-scenes (BTS) videos featuring the production of films, music videos and advertising commercials; along with DIY filmmaking solutions for the novice independent filmmaker. With YouTube, the student engaged in self-initiated learning is desirous of expanding the scope of knowledge acquisition as it pertains to specific areas of personal interest. Dejanovic (2014) asserts that Gilles Deleuze has conceptualised learning as:

...essentially concerned with signs. Signs are the object of a *temporal* apprenticeship, not of an abstract knowledge. To learn is first of all to consider a substance, an object, a being as if it emitted signs to be deciphered. . . *Vocation* is always predestination with regard to signs. Everything that teaches us something emits signs; every act of learning is an interpretation of signs.

For the undergraduate learner, the curricular framework of the institutional academic programme delineates the quantum expectations of graduate characteristics. As the student explores associated variations through informal learning practices, the territoriality and homogeneity of formal education and corresponding learning outcomes is metamorphosised for distinct scholarly trajectories. An understanding of the re-contextualization of academic curricula through the smorgasbord of instructional material available on YouTube offers the opportunity to incorporate a more engaging and technologically relevant approach to cinematic pedagogy. Through a basic analytical framework of Deleuzian schizoanalysis, this research paper seeks to examine the nature of informal learning on YouTube as it corresponds to film education.

1.3 The Break-flow and Deleuzian Schizoanalysis

One of the most radical and philosophical expositions of consumerism and psychoanalysis, *Capitalisme et schizophrénie. L'anti-Oedipe (Anti-Oedipus: Capitalism and Schizophrenia)* by Gilles Deleuze and Pierre-Félix Guattari provides the interpretative approach to understanding motivations for self-learning outside the confines of traditional pedagogical enterprises.

Describing the socius (*social formation*) as 'a body without organs,' Deleuze and Guattari (2009) separate the subject of analysis as peripheral, a subject that enters the socius and temporarily embodies the characteristics of its spheres of production and influence, before moving on to the next territory within/around the socius' amorphous framework. The capitalist socius, as represented by its various manifestations including territorialized and codified components such as the sovereign jurisdictions of nation-states, the religious/spiritual constructs of life and death, the capitalist edifice, the educational machine, and the fringe dysjunctions and dysfunctions of normative tendencies, exerts its influence of production and consumption on the subject through multifarious flows of the process of production and corresponding access points. In its form as the educational machine, the socius' codification of the assemblages of knowledge acquisition are driven by the valuation of economic flows in terms of the productive employability of the university graduate. According to Deleuze (1971):

A flow is thus not recognizable as an economic and social flow except by and through the code which encodes it, but this operation of coding implies two simultaneous interruptions, and it is this simultaneity which allows us to define the notion of a break-flow: simultaneously, in an operation of coding the flows, a subtraction [*prélèvement*] from the flows is produced, due to the code, and this subtraction from the flows defines its poles: it defines a certain entry point and a certain exit, and it is between the two that the break-subtraction takes place...

From graduate attributes to the minutiae of instructional design, the educational machine's codification and sphere of influence on the homogeneity of its scholars ensures that the production line of a skilled and employable worker is specifically mapped out. For Deleuze and Guattari (2009), "the desiring micromultiplicities are no less collective than the large social aggregates; they are strictly inseparable and constitute one and the same process of production." As the informal learner temporarily disassociates from these traditional channels of knowledge dissemination, driven by self-awareness of specific areas of individuated interest, the schizzes (*disassociative points*) of break-flow are most apparent.

The schizophrenic is conventionally represented with signifiers of disassociation, autism (*more absorbed with the interiority of existence than with the external*), and the space-time determinates of existing as a whole (*peripheral*) and part of the whole (*ensconced*) (Deleuze & Guattari, 2009). The informal learner, desirous of an independent exploration of knowledge acquisition, outside the confines of conventional pedagogical curricula, exhibits “cognitive, and affective processes that pass through the subject and that determine and play with being as becoming, as one lives through the dictates of capitalist social life” (Cole, 2016). In doing so, the homogenous fulcrum of the informal learner’s knowledge acquisition shifts from the territorialized machinations of the formal education system and its structured academic programme to a deterritorialized and occasionally algorithmically subjective platform such as YouTube, a digital partial object existing within the capitalist socius in the present millennium.

In the 21st century, the entanglements between *desiring-machines* and the machinery are not only increasingly obscured and fragmented, but also equally measurable as evidenced by data analytics including attention metrics derived from eye-tracking panels. But the measurable quantification is associated with value formation of user data by technological giants such as Apple, Google, Meta (*formerly Mark Zuckerberg’s Facebook conglomerate*), and Twitter (*with the mercurial Elon Musk presently at the helm*). “The great mutant flow of capital is pure deterritorialization, but it performs an equivalent reterritorialization when converted into a reflux of means of payment” (Deleuze & Guattari, 2009). The markers of digital entanglements and associated quantum responses are the primary signifiers of the global populace in the 21st century, waiting to be monetized as an exit point of the digital capitalist’s socius, waiting to be re-capitalized as an information entry point for the digital marketing expert who holds the managerial reins of the technological processes of production, recording and consumption in 21st century global socio-politico-digital economy (Deleuze & Guattari, 2009). However, through the tangents and divergences that operate around the fluid (*and presently, largely digital*) capitalist existence, the dissociative informal learner driven by the interiority of individual existence, is determinate by its subjective and individuated explorations of knowledge acquisition. So, while the literal quantification of human existence as represented by the specifics of valorised digital engagements await the best price on the information market, the individual desiring-machine is undifferentiated through its engagement with the capitalist socius, and accordingly, and the ideal approach to connecting the dots of informal learning (*as it pertains to cinematic pedagogy in this iteration of the author’s research exploration*) remains in analysing the schizzes within the flows.

As Deleuze and Guattari (2009) examine the realm of *desiring machines* that venture beyond conventional social formations, they explore the dynamics of influence through schizoanalysis, which “merely asks what are the machinic, social, and technical indices on a socius that are open to desiring machines, that enter into the parts, wheels, and motors of these machines, as much as they cause to enter into their own parts, wheels, and motors”. In the 21st century socio-politico-digital economy, the capitalist socius built upon the initial ‘general equivalence’ of money has transformed into schizzes of sovereign jurisdictions’ specific hegemony over its citizens with the nation-state’s capitalist desire for profit maximization and associated money flows (Deleuze & Guattari, 2009). The individual desiring-machines, as represented by its citizens, are free to explore the global netscape in exchange for the free flow of consumer data changing hands *sub rosa* in the T&C (*terms & conditions*) of technological access. In the deterritorialized yet completely codified global digital economy, the digital consumer surplus, as articulated by Erik Brynjolfsson and Avinash Collis (2019), remains outside the peripheral expanse of the eye-tracker and the capitalist perspective (*as yet*). Accordingly, for the individual researcher desirous of ascertaining the existential flows of the schizophrenic learner who ventures away from the institutionalized and codified formations of the capitalist socius, the break-flow is best analysed around the socius as opposed to within its nebulae.

“Schizophrenia as a process is desiring-production, but it is this production as it functions at the end, as the limit of social production determined by the conditions of capitalism” (Deleuze & Guattari, 2009). As Industry 4.0 looms over the conditions of capitalism, as associated with the marginal productivity of labour and diminishing rate of return, the differential valuation of economic productivity for the informal learner is built upon the digitalized version of employer expectations. Deleuze and Guattari (2009) asserted that “the first positive task of schizoanalysis consists of discovering in a subject the nature, the formation, or the functioning of [their] desiring-machines.” So, the primary exploration for this research paper is what is the de-territorialised framework of the informal learner’s separation from the territorialized framework of knowledge acquisition as represented by the education machine and its manifestation in formal academia. For Carl Jung (2014), “individuation is closely connected with the transcendent function...since this function creates individual lines of development which could never be reached by keeping to the path prescribed by collective norms.” The *desiring-machine* as represented by the informal learner perhaps is simply looking for an augmentation in valorization associated with knowledge acquired and skills developed as compared to the labor package associated with their fellow graduate, a territorialized-deterritorialized-reterritorialised machine of its own, so to speak.

According to Buchanan (2018), the second positive task is to “separate the psychic investments of desire from the psychic investments of interest.” However, the planar ambiguities between the “unconscious libidinal investment” and the preconscious

“class interest” are influenced by “the codes and their signifiers, the axiomatics and their structures, the imaginary figures that come to occupy them as well as the purely symbolic relationships that gauge them, (*which*) constitute properly aesthetic molar formations that are characterized by goals, schools, and periods” (Deleuze & Guattari, 2009). In the 21st century socio-political-digital economy, the territorialisations of technological giants such as Google and Meta are among the axiomatic landscapes of the capitalist socius. As the world’s second-largest search engine with its active monthly users spending more a billion hours daily, YouTube is the ideal platform for an analysis of media consumption patterns for self-motivated informal learning (HWAS, 2020). With one-third of the world’s population exposed to the Google subsidiary’s *machinic* and *technical* indices, YouTube has transformed the global landscape of user-generated content (UGC) and media consumption worldwide (YouTube, 2020). The global media economy, which thrives on Impressions, Click-Through Rates (CTRs) and View-Through Rates (VTRs), has ensured the viewers/subscribers have a multitude of options available. Inadvertently, the consumption desire of the digital patron contributes to the spinning of the global digital economy as much as it stimulates and occasionally satisfies the consumer’s individual machinations.

1.4 Review of Literature

1.4.1 YouTube: The Global Tech Giant

From a platform for user-generated content (UGC) established in 2005, YouTube has transformed to being the second most visited website in the world in 2021. After Google’s 2006 acquisition of YouTube for the price of USD 1.65 Billion, expanding the scope of the UGC landscape has resulted in localised versions in “more than 100 countries,” accessible in “80 different languages” (McFadden, 2019; YouTube, 2020). As the second most-visited site globally, according to Hootsuite and We Are Social’s Digital Overview report *Digital 2021*, YouTube is also the world’s second-largest social platform. Not only is YouTube among the leading technological platforms worldwide, its expansive content database and recommendation algorithm has even won the digital giant a technical Emmy for its personalized video recommendation algorithm, “which suggests clips to watch based on a person’s viewing history, popular videos,” and other psychographic and demographic factors” (Newton, 2013). Even as “500 hours of content (*is*) uploaded to YouTube every minute,” users “watch over a billion hours of video and generate billions of views per day” (YouTube, 2021). India, with its billion-plus population, is not only ripe for its market potential, but also for augmenting the UGC giant’s digital content archive.

Digitalisation has ensured that the intermingling of seemingly divergent economic activities are blurred further with increasingly seamless digital integrations for the consumer experience. For the Indian market and the informal learner, YouTube not only represents the largest platform for digital advertising, but also provides access to informal learning opportunities from around the world. As a leading UGC-platform, YouTube has not only transformed global media development and consumption, but has also provided dissociative students an opportunity to chart their own learning trajectories, for ‘a becoming’ that is individuated while it simultaneously broadens the territorialized quantum expectations of the graduate attribute framework.

1.4.2 Digitalisation & The Augmentation of Informal Learning

Among the many re-organisations influenced by the Covid 19 pandemic, increased technological adoption for pedagogical delivery has been at the forefront. Even as the global education machine altered its edificial manifestation from the physical classroom to virtual sessions supported by the netscape, online learning platforms flourished with an increase in registered users.

According to Coursera’s 2021 Impact Report, “more than 20 million new learners registered in 2021 (Fig. 1), with India, at 13.6 million users, being the country with the second-highest number of remote learners worldwide” (Fig. 2).

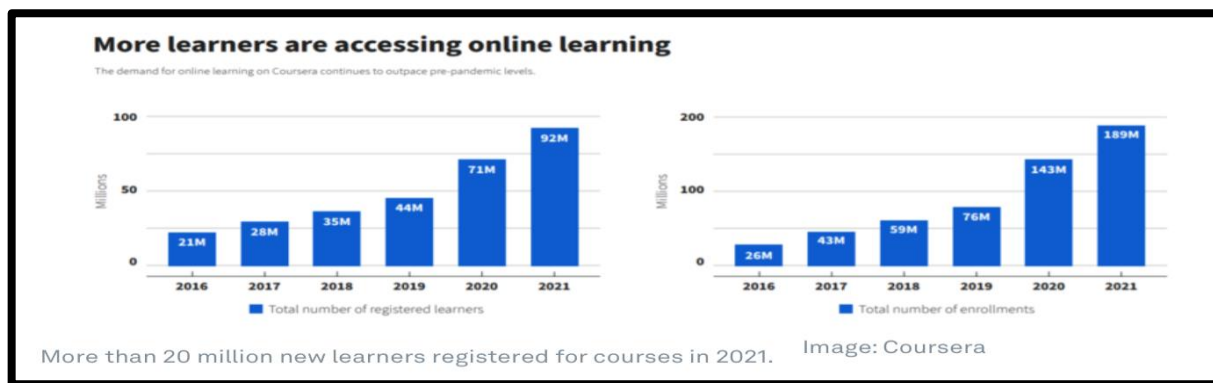


Figure 1. New Learner Registrations on Coursera (2021)

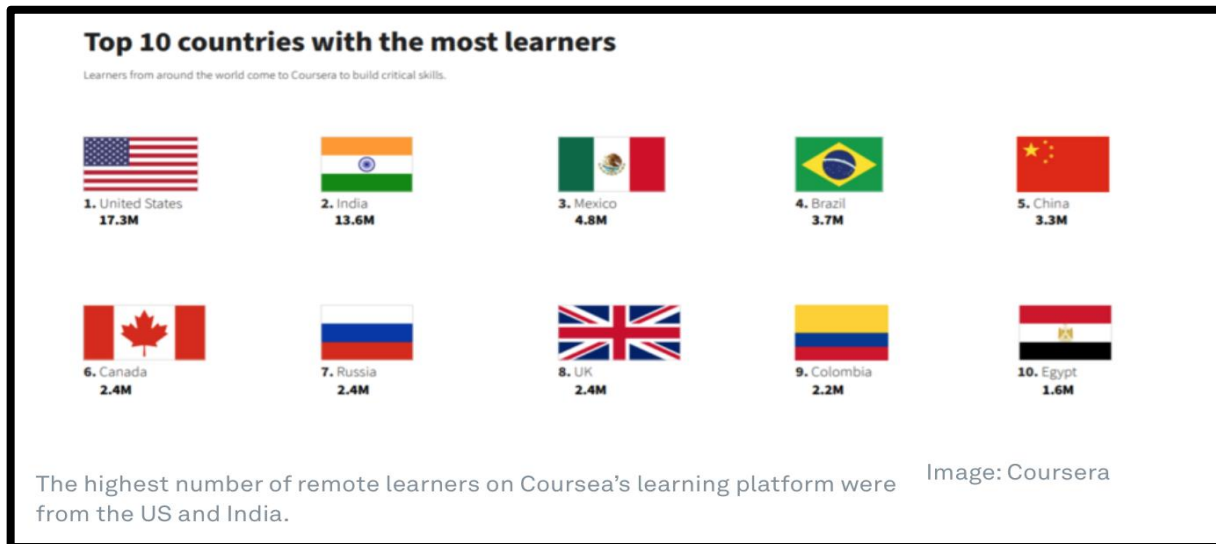


Figure 2. Top 10 Countries with Most Learners on Coursera (2021)

While the formalization of learning through increased digitalization included tie-ups between educational institutes and online learning platforms, the informal learner continued to pursue alternatives to the prescribed curricula. Carl Jung (2014) describes individuation as:

...the process by which individual beings are formed and differentiated; in particular, it is the development of the psychological individual (q.v.) as a being distinct from the general, collective psychology. Individuation, therefore, is a process of differentiation (q.v.), having for its goal the development of the individual personality.

Through exploratory practices of informal learning, many students worldwide have successfully integrated the collective framework of formal education and structured pedagogy with de-territorialisation of knowledge acquisition through differentiated and individuated engagements with platforms such as YouTube.

Mayer (2005) suggests that research explorations of multimedia learning must consider the fundamental premise that multimedia educational/instructional communication, which has been developed on a foundational framework of integrating the design environment towards maximizing the learning potential of human cognitive processes, are likely to be more effective than messages/platforms which have not. The wide range of instructional material available on YouTube ensures that the informal learner can access audiovisual content designed for specific knowledge acquisition. However, "the movement of deterritorialization can never be grasped in itself, one can only grasp its indices in relation to the territorial representations" (Deleuze & Guattari, 2009). For the media and communication student looking to expand the frequency and range of quantum graduate characteristics, YouTube's expansive digital library offers not only insights on film production through tutorials on cinematic tools and techniques, it also provides access to experiential knowledge through BTS videos and expositions by film technicians worldwide. Carl Jung (2014) suggests that "for the development of personality, then, strict differentiation from the collective psyche is absolutely necessary, since partial or blurred differentiation leads to an immediate melting away of the individual in the collective." Through a conscious and individuated exploration driven by specific class interest, the informal learner seeks not only to de-territorialise the trajectory of knowledge acquisition, but re-territorialise the valorised specifics of employability for itself.

For Semetsky & Delpech-Ramey (2012), the unpredictability of the unconscious, as it manifests in the intuitive search for new articulations of existing knowledge, is instrumental in the individuated practice of concept creation and meaning-making which augments the self-learner's development. "The task of schizoanalysis is therefore to reach the investments of unconscious desire of the social field, insofar as they are differentiated from the preconscious investments of interest, and insofar as they are not merely capable of counteracting them, but also of coexisting with them in opposite modes" (Deleuze & Guattari, 2009). While patterns may not be easily discernable in informal learning, this research paper seeks to determine a basic framework of motivations and influencing factors in the informal learning practices of media and communication students in India.

1.5 Research Framework

The objectives of this research study are:

- To determine variances in YouTube content consumption as it pertains to informal learning between media and communication (M&C) students from metro and non-metro cities/urban agglomerations (UAs) as it pertains to film education
- To ascertain patterns in film-related content consumption in terms of frequency of and content variety

For Deleuze and Guattari (2009), "... the socius is inscriptive: not exchanging but marking bodies, which are part of the earth". The consumer in 21st century global socio-politico-digital economy is marked in user names and IP (*Internet Protocol*) addresses, the flows of their digital interactions decoded and re-codified for re-capitalisation within the framework of algorithmic governmentality. "The desiring-machines take form and train their sights along a tangent of deterritorialization that traverses the representative spheres, and that runs along the body without organs" (Deleuze & Guattari, 2009). As *desiring-machines* motivated by self-learning, students dissociate from the territorialised partial object of the educational institution and engage with alternate resources outside the framework of academic curricula. Jung (2014) suggests that 'individuation means becoming an "in-dividual," and, in so far as "individuality" embraces our innermost, last, and incomparable uniqueness, it also implies becoming one's own self'. The explorations of the informal learner in a territorialized partial object of the capitalist socius such as YouTube are simply individuated attempts at self-development.

However, Deleuze and Guattari (2009) suggest that, "schizoanalysis can make use only of indices—the machinic indices—in order to discern, at the level of groups or individuals, the libidinal investments of the social field." The influence of the codified strata of social and technical indices are only determinable through correlations and extrapolations of patterns in content consumption and their relation to social factors such as demographic attributes.

The *machinic* index would provide information about the specifics of media consumption as it pertains to informal cinematic learning on YouTube by media and communication students in India: From the frequency of content consumption to nature of informal learning (*in terms of categories of media content*).

While the *technical* index enumerates YouTube channels dedicated to cinematic analysis and instruction and associated metrics, the *social* investigation will examine the influence of sociocultural factors such as access to quality education and language barriers that might cause increased use of YouTube for informal learning. For Carl Rogers, "significant learning occurs in an environment where threat to the learner is reduced to a minimum" (IBE-UNESCO, 2014). Watching YouTube videos on a personal device, possibly in a space perceived as less pressurizing than a classroom, offers the student a safe environment for self-initiated informal learning. Based on the correlation of variables such as access frequency with geographic location of respondent's high school, and content variety with academic level, the research paper will seek to clarify patterns in film-related informal learning among M&C students in India.

1.5.1 Research Questions

The YouTube Companion to Film Education seeks to answer the following questions:

- Is there a difference in YouTube content consumption for film-related learning between students from metro and non-metro cities/UAs?
- How does academic background as it relates to the geographic location of high school study influence the learning curve of students pursuing higher education?
- What are variations in content preferences between M&C students pursuing undergraduate and post-graduate studies?

2. Method

Schizoanalysis is "*the analysis of the incidence of assemblages of enunciation among semiotic and subjective productions within a given, problematic context*" (Guattari & Zayani, 1998). Semiotic analysis involves interpretation of symbolic patterns in media consumption, within the subjective framework of individual learning motivations. For Deleuze, Guattari & Stivale (1984), it is essential to not only ascertain the constituent elements within each assemblage, but also determine the contextual substance that emerges from the coalescing of distinct components, situated within a framework of associated assumptions and meaning-making linkages. As the research paper seeks to analyse the reconfiguration of film education by M&C students in India, "the first positive task of schizoanalysis consists of discovering in a subject the nature, the formation, or the functioning of [their] desiring-machines" (Deleuze & Guattari, 2009). The YouTube Companion to Film Education (YTCFE) research aims towards understanding media consumption behaviours as it corresponds to film-related instructional material outside the boundaries of institutional curriculum.

2.1 Sampling Method

Considering the widespread prevalence of M&C educational programmes in the country, the lower limit for inclusion in

survey's invitee list of educational institutes offering these courses was the population of the city/town in which the institute was situated. In an attempt to include a comprehensive section of the Indian population, M&C institutes in cities/UAs with a population greater than 500,000 residents (Census 2011) were approached.

2.2 Sample Demographics

The study's primary focus is statistical investigation into YouTube media consumption among M&C students in India. Towards this, more than 460 Indian educational institutes offering media and communication studies were approached for participation in the YTCFE survey.

In terms of Click-Through-Rate and initial respondent engagement, 6314 respondents viewed the survey.

2.3 Research Tool Employed

The YTCFE survey was conducted through an online questionnaire comprising 20 questions.

The first few questions were devised to collect basic educational background including High School location, details about the respondent's undergraduate/post-graduate educational institute, and specifics about the Mass Communication/Media Studies course the respondent was/is enrolled in.

A couple of questions pertaining to academic curriculum helped identify if video/filmmaking is part of the respondent's Media Studies curriculum; and to determine various types of external learning resources (ELRs) the respondent engaged with, along with determining the frequency with which the respondent used ELRs which are separate from institutional resources.

Questions 11-18 were specific to content consumption on YouTube including soliciting details of regular content viewing and frequency, and specifics about content preferences associated with informal learning.

The preliminary stage comprised a determination of content variety as associated with cinematic analysis and instruction. Consequently, the video content has been classified into these primary categories:

- Behind-The-Scenes videos
- Film Production tutorials
- Film Equipment reviews
- Film Aesthetic/Cinematic Style videos
- Video Editing tutorials
- Photography/Cinematography tutorials
- Visual Effects tutorials
- Sound Effects tutorials
- Software tutorials
- DIY solutions for Filmmaking
- Other

Among these, videos related to film equipment reviews and film aesthetic/cinematic style are primarily associated with an analysis of cinematic expression or an examination of filmmaking tools. Behind-the Scenes videos offer an insider's look into commercial video/film production. Tutorials for photography/cinematography, video editing, visual effects, sound effects, and software functionality involve a focused approach to skill development; while DIY filmmaking solutions are experiential nuggets, which were relegated to individual experience until the proliferation of digital UGC platforms. In this YouTube socius, the algorithmic influence of AutoPlay ensures that the *desiring-machines* must exercise free will and "cause to enter" the "parts, wheels, and motors of these machines..." (Deleuze & Guattari, 2009) Accordingly, the *nature*, the *formation*, or the *functioning* of informal learning on YouTube will be determined through a survey of M&C students in India.

The last two questions were open-ended questions seeking qualitative and descriptive responses regarding YouTube as a learning platform, and general commentary about YouTube content.

The second positive task is to "separate the psychic investments of desire from the psychic investments of interest" (Buchanan, 2018). For this, the author has included in the survey questions associated with YouTube content consumption that is not related to informal learning. The desire for general entertainment (watching music videos or news etc.) is different from the interest-specific consumption of YouTube content for informal learning. By identifying variances in regular YouTube content consumption as compared to instructional material viewed for learning purposes, the research paper aims to ascertain the students' practices in informal learning.

2.4 Sample Size

While 1937 M&C students began the survey, only 1518 completed the questionnaire, resulting in a 78.32% completion rate.

1855 respondents completed the question about whether video/filmmaking is part of their Media Studies curriculum, and 1736 M&C students answered regarding the use learning resources external to institutional resources. Only 1643 of 1736 specified the type of ELR used. Since the questionnaire was designed to allow respondents to skip associated questions if they answered ‘never’ to the main question, the sample size varies accordingly.

1668 respondents responded about frequency of using YouTube for film-related learning, and 1324 M&C students specified the type of videos viewed for informal learning. Additionally, 1509 respondents provided answers to questions about YouTube as a learning platform, and 1518 M&C students responded to the final open-ended questions about YouTube.

Due to variances in respondents to different questions, the author will primarily refer to percentages during survey analysis. Numerical data will be further analysed for correlations among specified variables.

2.5 Measures and Covariates

Survey responses were classified into categories based on the following variables:

- Geographic Background (Educational)
- Access Frequency (Incidence Rate)
- Academic Experience (Undergraduate/Post-Graduate Status)
- Content Variety (Tutorials/Behind-The-Scenes/DIY/Product Reviews/Cinematic Analysis)

2.6 Research Design

The research design employs mixed methodologies, including descriptive analysis for individual variables and correlation analysis of variables. The review of correlational influences provides a summary of YouTube trends in cinematic pedagogy among M&C students in India.

The survey responses have been analysed qualitatively for open-ended questions and quantitatively for close-ended questions. The first phase of research analysis involved classification and codification of survey responses including tagging of educational attributes and media types. Subsequently, the responses were categorized according to the Geographic Background, Access Frequency, Academic Experience, and Content Variety.

Finally, the meaning-making practices of M&C students as influenced by the correlation of these variables was examined.

3. The YTCFE Survey and Analysis

Deleuze and Guattari (2009) assert, “So true is it that the movement of deterritorialization can only be grasped as the reverse side of territorialities, even the residual, artificial, or factitious ones. But at least something arose whose force fractured the codes, undid the signifiers, passed under the structures, set the flows in motion, and effected breaks at the limits of desire: a breakthrough.” For M&C students, the desire for knowledge acquisition is initially satisfied within the representational territory of their educational institute. As they explore external learning resources based on individuated self-interest, they step out of the prescribed academic boundaries, looking to augment the preconscious class interest through a conscious libidinal investment in informal learning. While “the search for knowledge that provokes recollection or learning is distinguished from beliefs and habits acquired through an engagement with the empirical world,” the deterritorialisation achieved by students through informal learning is really a reterritorialisation built upon the moulding received within the academic environment (Dejanovic, 2014). In an increasingly competitive workforce landscape such as India, which represents not only a burgeoning population but also a crucial cog in the global supply chain of technological goods and services, the individuated and differentiated learning trajectory of the undergraduate seeking informal approaches to knowledge acquisition is merely an active manifestation of the unconscious desire to ameliorate the present framework of employability expectations in terms of skill valorization. “This is because the decoding and the deterritorialization of flows define the very process of capitalism—that is, its essence, its tendency, and its external limit. But we know that the process is continually interrupted, or the tendency counteracted, or the limit displaced, by subjective reterritorializations and representations that operate as much at the level of capital as a subject (the axiomatic), as at the level of the persons serving as capital's agents (application of the axiomatic)” (Deleuze & Guattari, 2009). For Rogers and Freiberg (1970), as far as self-initiated learning is concerned, “even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending comes from within.” Conducted over a span of two months in 2020, the survey analysis must be considered as part of the *new normal* evidenced by increased technological adoption and shifting of pedagogic delivery systems during the Covid 19 pandemic. Even as educational institutions continued in their efforts to provide recourse to academic learning through online sessions, the concomitant influence on individual informal learning is immeasurable. Considering the survey was conducted during September and October 2020, the disruption caused by the Covid 19 pandemic had stabilised in comparison to the first three quarters of the year.

To ensure an expansive scope for ascertaining trends in informal learning across the country, the survey’s 1937 respondents include those pursuing undergraduate (UG) and post-graduate (PG) M&C studies in India. Among these (Fig. 3), a majority of 84.53% are/were pursuing undergraduate media studies, and approx. 8% participants are enrolled in a post-graduate degree program.

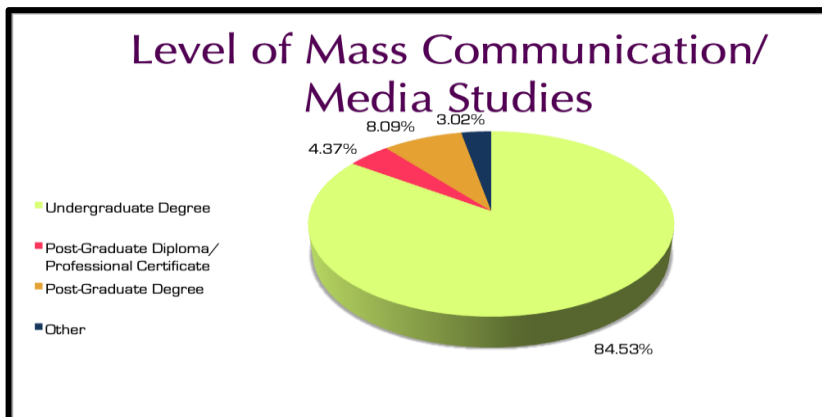


Figure 3. Level of Mass Communication/Media Studies

These 1937 respondents completed their High School Certification (HSC) from 254 cities/urban agglomerations in 26 States and 5 Union Territories across India. 62.87% of those surveyed counted YouTube’s melange of audiovisual content as primary or supplementary sources (of knowledge acquisition) for informal learning (Fig. 4).

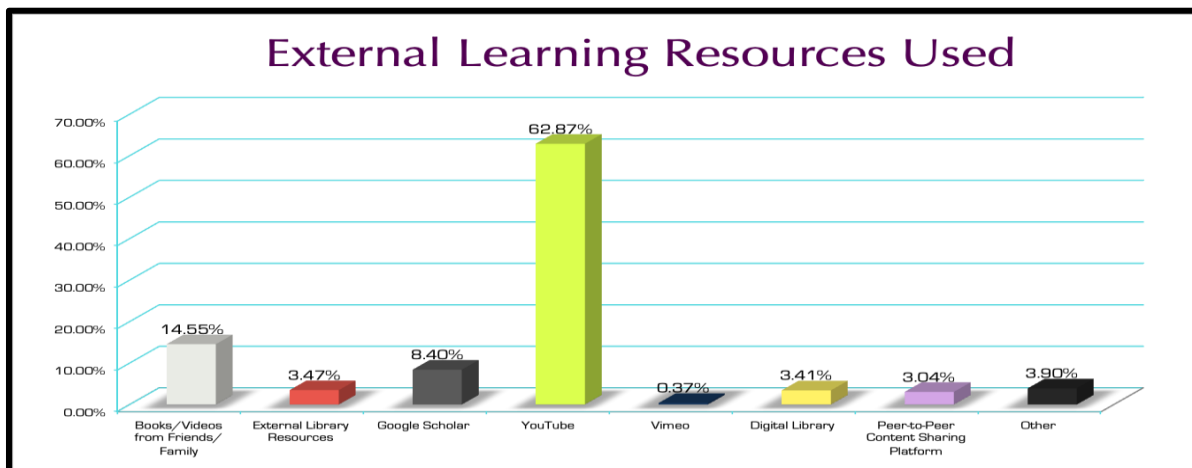


Figure 4: External Learning Resources Used

3.1 Geographic Background

To understand the influence of academic background on the communicative inadequacy of institutional resources, the author has identified the correlation of High School Location vs Access Frequency as pertinent to the deconstruction of informal learning patterns among M&C students in India. The majority among YTCFE survey respondents are from Uttar Pradesh & Maharashtra (231 each), the two most populous states in India. These respondent groups are followed by 165 M&C students from Kerala and 164 from Tamil Nadu, two states with the highest literacy rates in the country.

Among affirmative responses to the question of preferred external learning resources (ELRs), only 314 of 1643 M&C students have completed their HSC from a city/town with population more than 250,000. The remaining 80%, forming the bulk of survey respondents who prefer YouTube as an ERL, are from small towns and urban agglomerations in India with population less than 2.5 lakhs.

Population demographics play a crucial role in learning patterns in terms of access to quality education within an individual’s home state/town. The Census of India 2011 makes no distinction between a city such as Mumbai (Maharashtra), which has a population of more than 10,000,000 and a town like Tezpur (Assam) with a population of 100,477 residents. The data is clubbed together as “Census India 2011 - CLASS I Towns and Urban Agglomerations (Table 1).”

Table 1. Census India 2011 - Towns And Urban Agglomerations Classified By Population Size

Class
Class-I Population of 100,000 and Above
Class-II Population of 50,000 and 99,999
Class-III Population of 20,000 and 49,999
Class-IV Population of 10,000 and 19,999
Class-V Population of 5,000 and 9,999
Class-VI Population of less than 5,000

Considering the fragmented variance of infrastructure and access to quality education is monumental between a semi-urban town/UA with a population of one hundred thousand and a metropolitan/urban city with a population that exceeds a million residents, the author has further categorized these towns/urban agglomerations into ten tiers based on their population (Table 2):

Table 2. The YTCFE Classification of Cities/Urban Agglomerations based on Census 2011 Population Statistics

Population	Category	Respondents' HSC Location (No. of Cities/Urban Agglomerations)
>10,000,000	Tier I	3
7,500,001 - 9,999,999	Tier II	3
5,000,001 - 7,500,000	Tier III	2
2,500,001 - 5,000,000	Tier IV	3
1,000,001 - 2,500,000	Tier V	40
750,001 - 1,000,000	Tier VI	16
500,001 - 750,000	Tier VII	22
250,001 - 500,000	Tier VIII	47
150,001 - 250,000	Tier IX	62
<150,000	Tier X	56

The author has approached the question of identifying an individual respondent's hometown through the location of their high school. Exceptions may exist such as the concept of *hometown* for children of defence personnel who are frequently shifted to different locations, with the armed forces defining their idea of hometown. However, in terms of questions of identity, the location of one's high school certification is an event marker that will persist throughout an individual's life, mostly in the form of evidentiary documentation for identity records in government archives.

Among 254 Indian cities/UAs comprising the location of the YTCFE survey respondents' high school, only 51 cities/UAs are in the top 5 tiers based on the author's categorization. Nearly 80% of respondents have completed their high school certification from cities/UAs with population less than one million residents. For 65% of these, their hometown has less than 500,000 residents. The migratory aspect of these respondents evidences the aspirational desire to access quality education. "The modelling of human capital, and analytical practices in the fields of economics, psychology and statistics facilitates a decoding of productive capacity into abstract, measurable quantities" (Sellar, 2015). In a country of more than a billion people, acceptance into a reputed educational institute adds credibility to the employability of these students, and increases the valorization of their existing human capital.

Considering the YTCFE survey was sent to M&C institutes located in cities/UAs with a population exceeding 500,000 residents, the fact that 65% of survey respondents have received their HSC from schools in smaller towns affirms the factors influencing "formation...of [their] desiring-machines" (Deleuze and Guattari, 2004). With private educational institutes often associated with quality education, the "entangled tendencies in teacher education, decode the practice and science of teaching and learning, and encourage the conjunction of educational flows to make a profit" (Cole & Gannon, 2017). In such cases, access to quality education is dependent on the potential for developing private infrastructure in expectation of profit, or the expected footfall in an M&C educational institute. Smaller towns/UAs fall outside the purview of such profiteering considerations.

3.2 Access Frequency

33.01% of 1736 YTCFE survey respondents frequently use external learning resources (ELR) other than those provided by their educational institute, while 25.69% use ELRs daily. Most educational institutes offering media and communication courses employ pedagogical resources ranging from classroom instruction, multimedia content, textbooks and other reading material, to experiential learning components. However, more than 50% M&C student respondents of the YTCFE survey feel the need to augment their learning by supplementing the institutional resources available to them.

Among 1643 M&C students, 62.87% use YouTube as an ELR, with 14.55% borrowing books and videos from family and friends for informal learning practices. According to the 2022 Oxford Economics Report on *A Platform for Indian Opportunity: Assessing the Economic, Societal, and Cultural Impact of YouTube in India*, “63% of users often come to YouTube for developing a practical skill” (OCEET, 2022). For media and communication students, gaining proficiency in content development requires an enhanced understanding of multiple media practices and software.

In terms of frequency of YouTube access, 65.79% of 1710 YTCFE survey respondents accessed YouTube daily (Fig. 5), with less than 5% rarely/never accessing YouTube. 95.24% of 1661 respondents use their personal devices to access YouTube.

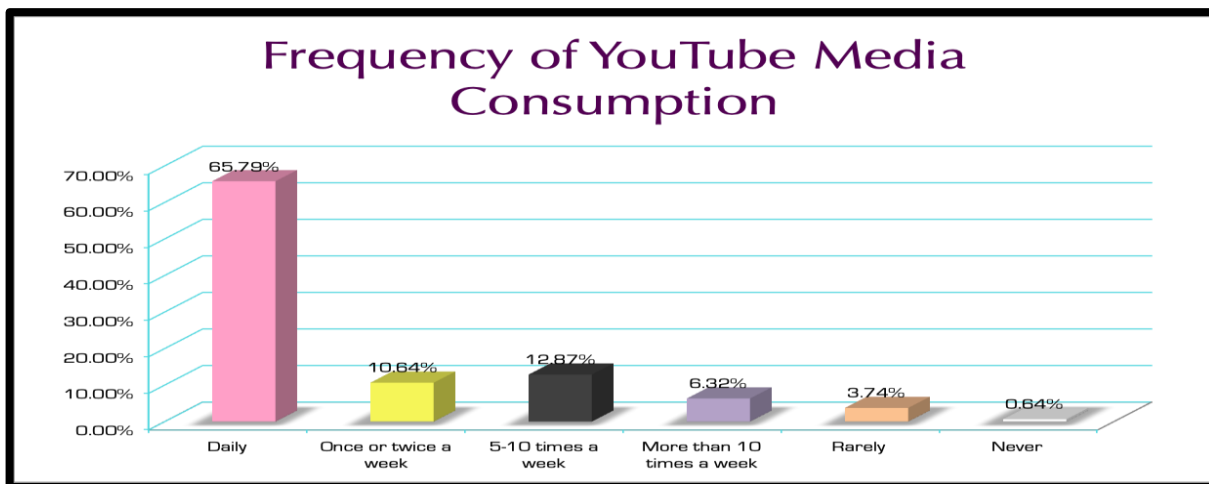


Figure 5. Frequency of YouTube Media Consumption

The incidence of YouTube content consumption for film-related learning is high among M&C students in India, with 40.17% of 1688 YTCFE respondents watching YouTube videos daily or frequently for film-related learning, and 35.25% occasionally using YouTube for similar informal learning practices. As one of the leading content-sharing platforms, YouTube provides a plethora of informal learning options through its expansive library of audiovisual resources

3.3 Academic Experience

84.53% or 1568 of YTCFE survey’s 1855 respondents are/were pursuing an undergraduate degree. Amongst all YTCFE survey respondents, less than 150 respondents are/were pursuing a media & communication course specializing in content creation/media design in terms of film and TV production, animation, graphic design and visual communication.

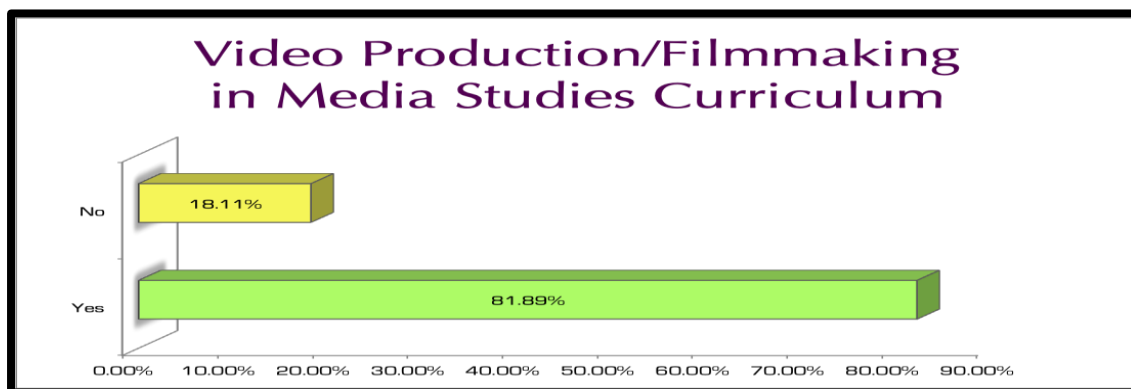


Figure 6. Video Production/Filmmaking in Media Studies Curriculum

However, the pervasiveness of audiovisual content in global media and communication is evidenced by the fact that 81.99%

had video production and/or filmmaking in their media studies curriculum (Fig. 6). The Oxford Economics report confirms that, “94% of students (aged 18+) who use YouTube reported using YouTube to support their assignments or personal study” (OCEET, 2022). As a digital platform which began primarily as a platform for sharing user-generated content (UGC), YouTube has evolved to becoming a content hub with audiovisual content ranging from news and entertainment to tutorials, explanatory videos and DIY solutions for the informal learner.

With the rapidly evolving global landscape of media and communication, the M&C student will predictably continue to integrate institutional learning with informal learning practices for personal growth.

3.4 Content Variety

Among content categories of general news, movies, song videos/playlists, comedy shows/sketches, tutorials/video essays, and other (miscellaneous), 44.61% of 1670 M&C student respondents watch tutorials/video essays (Fig. 7), the highest content type consumed by YTCFE survey respondents on YouTube. In terms of YouTube content consumption specific to film-related learning (Fig. 8), Behind-the-Scenes videos comprise the majority of content consumed by YTCFE survey respondents at 21.09%. These videos provide a sneak peek into the practical aspects of film/video production, allowing the informal learner to acquire experiential knowledge through observation. However, at 57.02%, the cumulative impact of YouTube tutorials is highest, with Photography/Cinematography tutorials (17.9%) and Video Editing tutorials (16.69%) forming the bulk of M&C students’ content basket for acquiring practical knowledge of filmmaking and video production processes.

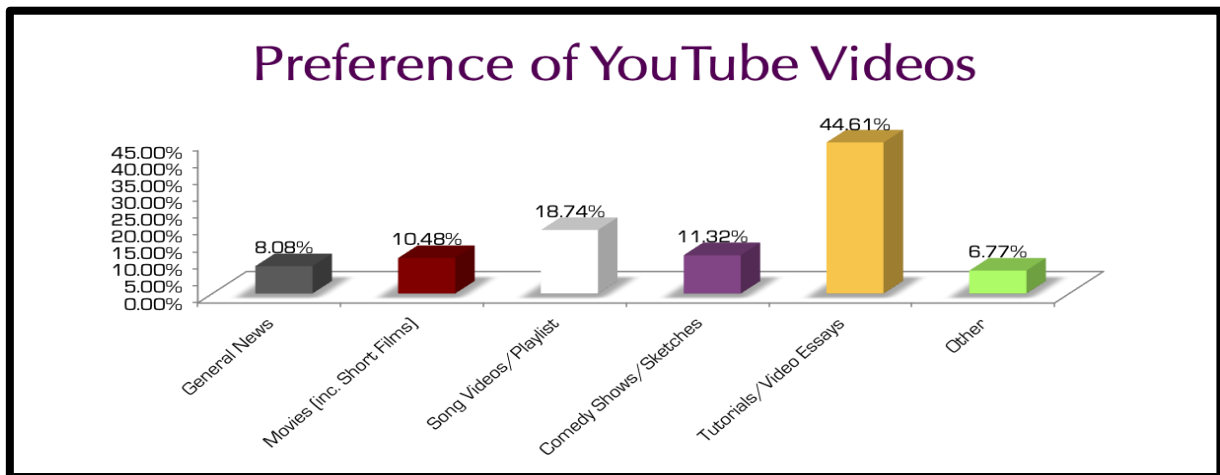


Figure 7. Preference of YouTube Videos

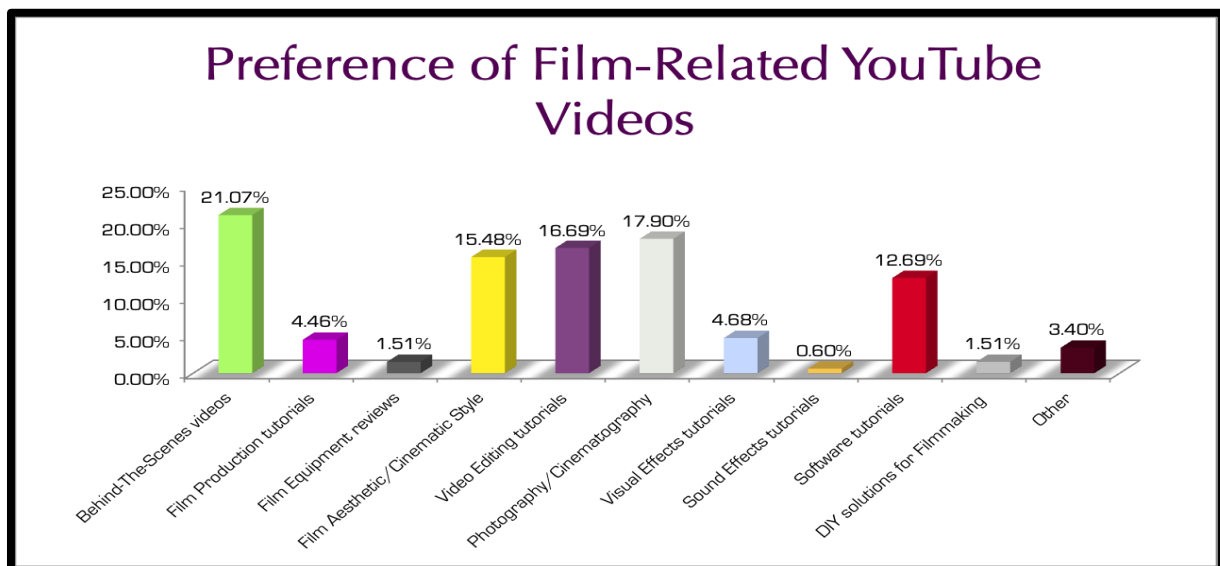


Figure 8. Preference of Film-Related YouTube Videos

3.5 Correlational Analysis

The YTCFE survey was conducted with the following research objectives:

- To determine variances in YouTube content consumption as it pertains to informal learning between media and communication (M&C) students from metro and non-metro cities/urban agglomerations (UAs) as it pertains to film education
- To ascertain patterns in film-related content consumption in terms of frequency and content variety

3.5.1 Correlation between Geographic Background and Film-Related Learning on YouTube

To determine linkages between frequency of film-related learning on YouTube and the location of respondents' High School, the Chi-Square Test (Appendix II) was conducted. The chi-square statistic of 64.628 with a p-value of 0.00236689 indicates that the frequency of YouTube being used as an External Learning Resource (ELR) as associated with film-related learning is higher in tier 4 cities as compared to other Indian cities and urban agglomerations (UAs). Based on the author's categorization, Tier 4 comprises Jaipur (Rajasthan), Kanpur (Uttar Pradesh) and Surat (Gujarat), cities with a population between 2.5 million and 5 million.

Tier 2 cities, Bangalore (Karnataka), Chennai (Tamil Nadu) and Hyderabad (Andhra Pradesh), with a population of 7.5 million to 10 million, have the lowest frequency among respondents' use of YouTube as an ERL for film-related learning. One must consider that Bangalore (HQ: Infosys) and Hyderabad with its HITECH City (Cyberabad) are the original IT (Information Technology) hubs of corporate India. In terms of digital infrastructure, these cities have been at the forefront of India's digital transformation and technological adoption. The author considers that the high school curriculum of these cities warrant further study to determine linkages/differences between learning curves of students from Tier 2 and 4 cities.

3.5.2 Correlation of Academic Experience and Film-related Learning on YouTube

At 61.54%, media and communication (M&C) student respondents pursuing Ph.D. have the highest frequency of film-related learning on YouTube as compared to 39.92% M&C students pursuing Bachelor's degrees. The correlation between film-related learning and frequency (Appendix III) was determined with the chi-square test. A p-value of 1.46496 indicates that frequency of film-related learning through YouTube increases with qualification from 39.92% (Bachelor's) to 41.04% (Masters) to 61.54% (Ph.D.).

M&C students pursuing Bachelor's degrees watch the most tutorials on YouTube at 47.79%, followed by Ph.D. M&C students at 30.77% as compared to respondents pursuing diploma certificates with tutorials comprising only 25.71% of YouTube content consumption.

At 47.79%, tutorials form the bulk of YouTube videos watched by M&C students pursuing undergraduate courses (Appendix IV), in comparison to those pursuing Masters degrees.

3.6 Limitations

In the preliminary stages of the YTCFE research, the author contacted YouTube for details of channels and content creators streaming content for film-related learning. This data was not made available by the organisation and information relevant to the *technical* index could not be considered for analysis. Access to the metrics associated with the digital framework of cinematic learning on YouTube would certainly have enhanced the overall analysis of the YTCFE survey responses and associated meaning-making practices of M&C students for informal learning.

4. Discussion

"Individuation is always to some extent opposed to collective norms, since it means separation and differentiation from the general and a building up of the particular—not a particularity that is sought out, but one that is already ingrained in the psychic constitution. The opposition to the collective norm, however, is only apparent, since closer examination shows that the individual standpoint is not antagonistic to it, but only differently oriented" (Jung, 2014). The conscious integration of institutional learning and informal learning practices by students worldwide has been enhanced by the increased adoption of technological tools and platforms for pedagogical delivery catalyzed by the Covid 19 pandemic. The preconscious investments of interest, which guide the students' subjective approach of assigning value to certain topics of interest within the prescribed academic curricula and associated quanta of graduate attributes, are primarily driven by an individuated exploration of knowledge acquisition.

The YTCFE research sought to determine if students' use of YouTube as a platform for informal learning was influenced by the location of their high school, providing a framework of educational background and associated learning curves. The YTCFE survey analysis indicates there is a relationship between geographic background and film-related learning on YouTube. While Tier 2 cities (Bengaluru, Chennai and Hyderabad) have the lowest incidence of informal learning practices on YouTube as associated with film studies, Tier 4 cities (Jaipur, Kanpur and Surat) have the highest incidence. One might suggest that literacy rates could be a marker for learning curves of Indian students pursuing higher education.

However, “for the purpose of census 2011, a person aged seven and above, who can both read and write with understanding in any language, is treated as literate” (Know India, n.d.). Essentially, the literacy criteria does not require an individual to know English or Hindi, two languages which are primarily used as the language of instruction in most educational institutes offering media and communication courses. Perhaps it is the specific academic curricula until high school certification in these cities that needs to be analysed further to understand differences in informal learning practices of M&C students in India. Additionally, the primary language of instruction in many media and communication institutions is English. Considering the codified strata of formal education, barriers to knowledge acquisition could include language proficiencies.

In addition to ascertaining correlations between geographic background and film-related learning on YouTube, the YTCFE research sought to determine the prevalence of variations in content preferences between M&C students pursuing undergraduate and post-graduate studies. The YTCFE survey analysis suggests that M&C students pursuing undergraduate studies have the highest consumption of tutorial videos in comparison to other content types. It must also be noted that among all YTCFE survey respondents, tutorials form the primary component of content consumption on YouTube. These range from tutorials about cinematic tools such as film equipment and post-production software, cinematic techniques such as cinematography, to analyses of the language and grammar of cinema.

According to Deleuze & Guattari (1987):

Staying stratified—organized, signified, subjected—is not the worst that can happen; the worst that can happen is if you throw the strata into demented or suicidal collapse, which brings them back down on us heavier than ever. This is how it should be done: Lodge yourself on a stratum, experiment with the opportunities it offers, find an advantageous place on it, find potential movements of deterritorialization, possible lines of flight, experience them, produce flow conjunctions here and there, try out continuums of intensities segment by segment, have a small plot of new land at all times. It is through a meticulous relation with the strata that one succeeds in freeing lines of flight, causing conjugated flows to pass and escape and bringing forth continuous intensities for a BwO (*body without organs*). Connect, conjugate, continue: a whole "diagram," as opposed to still signifying and subjective programs. We are in a social formation; first see how it is stratified for us and in us and at the place where we are; then descend from the strata to the deeper assemblage within which we are held; gently tip the assemblage, making it pass over to the side of the plane of consistency. It is only there that the BwO reveals itself for what it is: connection of desires, conjunction of flows, continuum of intensities. You have constructed your own little machine, ready when needed to be plugged into other collective machines.

For the informal learner pursuing media and communication studies through formal academia, the YouTube companion to film education helps bridge the gap for enhanced and individuated knowledge acquisition. The territorialized edifice of the education machine, the valorization of graduate attributes in expectation of knowledge and labour as capital, the deterritorialized knowledge acquisition trajectory of the informal learner, and the re-territorialized artifice of the undergraduate, in-waiting-of-becoming, form a digital assemblage that has yet to fully comprehend the flux of the digital consumer surplus and associated manifestations of desiring-production in the 21st century socio-politico-digital economy.

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