How are our undergraduates using YouTube? A survey on music students’ use of YouTube and the library’s multimedia collection

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**How are our undergraduates using YouTube? A survey on music students’ use of YouTube and the library’s multimedia collection**

**ABSTRACT**

YouTube has become one of the most visited places online. Its increasing popularity appears to be illustrated by our university’s students’ greater reliance on YouTube and less on the library's physical CDs/DVDs.

In relation to this change, this study aims to understand how music undergraduates in Hong Kong Baptist University use YouTube and the library’s multimedia collection, whether there is a preference between the two resources, and whether their choice of resources might vary depending on tasks to be performed. It was also hoped to stimulate a discussion on multimedia collection development, user education and the use of discovery tools.

**INTRODUCTION**

YouTube is one of the most visited free video-sharing sites in Hong Kong. Its competitors, such as the Chinese Baidu, Youku and Tudou, are far from being competitive because of their content which is flooded by pirated videos and the generally Chinese-only contributions of their creators and audience. By contrast, with its wide variety of music, cultural and ethnic videos, YouTube is, not surprisingly, the most sought-out video-sharing site in the cyber world. Its increasing popularity has also captured global attention. According to official statistics, YouTube had more than 1 trillion views in 2011 and over 800 million unique users visited it each month. Though it has been criticized for the controversial and unverified content in some of its videos, many academics and students have turned to YouTube instead of relying on the library’s or their own physical CD/DVD collections chiefly because of its accessibility and varied content.

Given this observable change in behavior, this study aims to understand how
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Undergraduate students in Hong Kong Baptist University (HKBU) are using YouTube and the library’s multimedia collection for their studies, whether there is a preference between the two resources, and whether their choice of resources differs in relation to different tasks. Through studying this group of intensive multimedia users, it was hoped to stimulate a relevant discussion on the future of the development of multimedia collections, user education and the use of discovery systems with the rise of YouTube and other Web 2.0 tools.

LITERATURE REVIEW

Created in 2005, YouTube first served as a platform for people to upload and share videos. As soon as its beta site was opened to the public, the number of videos on YouTube grew exponentially. Seeing the promising future, both amateur and professional musicians and artists, as well as businesses and many others, began to put their videos there for promotion, marketing or simply for sharing. These efforts can be seen in a wide range of areas of interest, from classical music to pop music, and from commercial and leisure activities to educational and informational purposes. For example, violinist Gil Shaham posted a promotional video called “Run Gil Run” on YouTube in 2009 to market his new Sarasate CD.\(^3\) The Korean pop song “Gangnam Style” took the world by storm, even in the Western societies, with over 400 million views in just 3 months after the music video was released on YouTube.\(^4\) As for the educational aspect, it has never been easier for students to watch virtual master classes by maestros like violinist Pinchas Zukerman. Even for news and political events, people from around the world can now watch the 2012 U.S. presidential debates or the Royal Wedding of Prince William of the UK on YouTube. Hence, with the partnerships YouTube has entered into with companies such as Warner Music, BMG, SACEM (a French music industry group), Reuters, ABC News, the BBC, etc., the contents and information on YouTube have become huge and diverse.\(^5\)

Because of the wealth of materials available, educators have been making use of this video-sharing site to enhance their teaching since its early years. For instance, James Trier, in “Cool engagements with YouTube: part 2,” demonstrates how he used the functions on YouTube to incorporate videos in a classroom setting for his secondary English pre-service teachers and a seminar on racism in media texts.\(^6\) Pamela Sherer and Timothy Shea suggest creative ways to devise participatory assignments using Web 2.0 tools such as YouTube, Wiki, and online discussion boards both inside and outside the classroom.\(^7\) Roy Sonnes, a music faculty member, elaborates on his studio teaching approach by asking his violin students to evaluate several performances of the same piece on YouTube and then discusses the different techniques and styles employed to help develop the students’ musicianship.\(^8\) Other music instrumental teachers utilize YouTube as an alternative performance venue as opposed to traditional concert halls and as a way
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to extend their audience beyond the local community. Thus, it is evident that YouTube videos have been widely adopted in various areas of teaching.

In addition to educators, librarians have been using YouTube and other Web technologies to enhance services. As Laurel Tarulli puts it, social network technologies have enabled public libraries to connect with hard-to-reach people who do not wish to physically visit a library, and they have served as a gateway to highlight and encourage use of less-frequented collections. The National Library of Medicine has even created its own YouTube channel to offer tutorials on their health databases, to provide outreach services to the public and to showcase exhibitions and lectures. When examining music library-related YouTube videos particularly, Nick Homenda observed that music libraries often supply library tours, interviews and overviews of their collections to YouTube because these materials can be easily reused every semester by anyone with access to the Internet.

Consequently, there is no doubt that YouTube is capable of satisfying some, if not most, musical and information needs. As Philip Copeland states, YouTube is a good startup for discovering obscure works of well-known composers. When describing the “clip culture” of YouTube, Michael Webb says that listening to or watching clips of music performances cross-modally enables viewers to “become more consciously aware of the role the body plays in making and responding to music” and could “assist in making classroom music analysis a more multidimensional, imaginative and vital educational experience.” This visual means further aids in conveying the musical context and performance practice of the works played. Hence, as Andrew Mercer concludes, music students in particular know that YouTube is their “intuitive resource for their self-directed learning.”

Despite the wide use of YouTube by teachers and librarians and the plentiful literature on this topic, little has been done to see how students specifically use YouTube and other multimedia in their university studies. In the Project Information Literacy research of Alison Head, efforts were made to identify whether different resources were used depending on the types of task involved, and it was found that college students more frequently used Google and Wikipedia for their everyday life research. But for course-related research, they consulted course readings, search engines including Google, scholarly databases and instructors more often. Yet there was no mention of the use of multimedia resources. In a later study in the same project series, YouTube was finally discussed and students claimed that they used it primarily for entertainment, with only a few stating that they used it for course-related purposes. These findings are significant for teaching research methods and information literacy. It should be noted, however, that the respondents in Head’s studies were recruited from a wide range of disciplines, and some of the curricula might not have required a frequent use of audio-visual materials. Thus, it would be interesting to see if the same conclusion on the use of YouTube would hold true for multimedia heavy users, such as
students in music, film, mass media, or journalism, and if additional nuances would be elicited.

Looking at young people’s multimedia use behavior in a broader sense without restricting it to academic use, the Nielsen Company did provide some insights in their *Music 360°* report. It was discovered that 64% of the people under age 18 listened to music on YouTube and only 50% on CDs. Digital music was also regarded as a slightly better value than CDs, with 63% of the participants considering a digital album a “very good or fairly good value” and only 55% thinking the same about physical CDs. These figures serve as good indicators of the current trends among the younger generation.

However, if one focuses particularly on students’ use of YouTube in their university studies, it was not until 2012 that this area of research surfaced. In her article on music students’ information-seeking behavior, Kirstin Dougan showed that YouTube was undergraduate students’ top pick when searching for sound recordings. It was also pointed out that the search behavior between under- and upper-classmen was distinctively different. Still, no other research has been conducted to find out how music students use YouTube in contrast to the library’s multimedia collection and to identify whether and why there is a difference in user behavior in regard to these two resources. Therefore, the present survey was performed to answer these additional questions.

**BACKGROUND**

Hong Kong Baptist University (HKBU) is a medium-sized liberal arts institution with an enrollment of over 8,000 students as of spring 2012. At the time of the survey, the Department of Music served a total of 395 students, of which 137 were in the bachelor’s program, with the rest doing the associate degree or studying in the master’s or other postgraduate programs.

The bachelor’s program consists of 2 main divisions: the regular 3-year Bachelor of Arts (BA) in Music, and the Bachelor of Arts in Music Studies (BMS), which is a 2-year top-up program designed for students who wish to obtain a bachelor’s degree after completing an associate degree.

While the bachelor’s program focuses on Western music, with main concentrations covering performance, composition, music education, conducting, music advocacy, music entrepreneurship, etc., all students are required to declare a musical instrument as their major study. Consequently, a strong performance requirement is built into the program. It was this group of BA and BMS students who constituted the focus of the present research.
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METHODOLOGY

Participants
All music students in the bachelor’s program of the Department of Music were surveyed. In sum, 137 questionnaires were distributed and 117 were returned to the library. Among those, 112 were valid and 5 were invalid, yielding a success rate of 82%.

Questionnaire Design
A questionnaire was designed using an online survey software called Qualtrics to which the University subscribes. There were 11 questions in total, with options ranging from multiple choice and selections on a Likert scale to an open-ended question for soliciting additional feedback. A pre-test of the questionnaire was conducted with two randomly selected music students in early February 2012. The questionnaire was then revised in the light of their comments.

Survey Procedure
In order to capture the largest group of the targeted participants, paper questionnaires were distributed to music students in the required course in the BA and BMS programs in mid-February 2012. Those who were absent received an email inviting them to participate in the online survey. Anonymity was preserved throughout the process. The responses on the questionnaires collected were then entered into Qualtrics for online data analysis.

FINDINGS

Why did the students watch YouTube?
Among the valid questionnaires received, all the survey respondents watched videos on YouTube. Most of them (103) watched YouTube for pleasure/fun and 95 watched it for learning/academic purposes. Only 19 respondents uploaded videos for sharing with friends and others.

In general, what was the students’ preference between YouTube and the library’s multimedia collection?
For their music studies in the university, most of the music students (44%) preferred the library’s multimedia collection to YouTube. Some of the main reasons included better sound/video quality, good and authentic performance, and the high probability of finding the pieces, performers/ensembles wanted (see Fig. 1).

Those who preferred YouTube to the library (30%) did so mainly because of YouTube’s easy access, convenience, and the high probability of finding the pieces, performers/ensembles desired (see Fig. 1). The rest (26%) had no preference for either.
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What other multimedia did the music students use besides YouTube and the library’s multimedia materials?
Other sources that the music students sought to satisfy their multimedia needs included using one’s/friend’s music collections, buying CDs/DVDs from stores, purchasing or downloading digital music from iTunes, going to concerts/live performances, borrowing from public libraries and libraries of other academic institutions and visiting other Internet sites, such as Tudou, Youku and Vimeo.

What was the students’ intuitive resource when there were multimedia needs for preparing music lessons or group rehearsals?
When preparing for lessons/rehearsals, 81% of the respondents indicated that they would intuitively go to YouTube first, while only 18% would use the library multimedia collection first (see Fig. 2).

If their level of satisfaction is scrutinized, 25% of those who used the library’s collection first claimed that their musical needs were completely satisfied by their choice of resource. However, only 10% of those who watched YouTube first expressed the same high level of satisfaction. So, while YouTube was the more preferred instinctive choice, the library’s multimedia collection seems to be more capable of completely satisfying students’ multimedia needs at the initial stage.

Different resources for different tasks?
When preparing for music lessons/ensemble rehearsals, 39% of the respondents used YouTube over half the time (“Usually” and “Always” combined) while 29% consulted library multimedia materials (“Usually” and “Always” combined) (see Tables 1 & 2).

This gap became even much larger when respondents wanted to broaden their general musical knowledge. The use of YouTube for this need substantially outweighed that of the library’s multimedia collection by 24% (59% for YouTube vs. 35% for the library’s materials, “Usually” and “Always” combined) (see Tables 1 & 2). Therefore, it is clear that YouTube was the favorite place for casual music browsing compared to the library collection.

Nonetheless, one task for which most respondents used the library’s multimedia collection more frequently was when they needed to do assignments/papers. Unlike the above finding, 49% of the respondents used the library’s multimedia collection over half the time to complete their assignments while only 41% did so using YouTube (see Tables 1 & 2).

Undoubtedly, the students’ choice of multimedia resources did vary when they were performing different tasks.
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Which multimedia resource was cited more frequently in the bibliographies of music assignments and papers?
For assignments/papers, 42% of the respondents indicated more frequent citing of the library’s multimedia materials than YouTube videos (28%) in their bibliographies. 30% stated equal citing. This result may be interpreted as a reflection of the more frequent usage of the library’s multimedia collection when doing assignments/papers, as mentioned above. The true reason for this predilection is unknown, but one may speculate that students consider the library’s multimedia sources more formal and authoritative, and that they may feel they will be considered better scholars if they include them in their papers/assignments.

Different information-seeking behavior between under-class and upper-class undergraduate music students?
For purposes of ascertaining and comparing user behavior among undergraduate music students, year 1 and year 2 BA music students are referred to here as under-classmen, whereas year 3 BA and all BMS music students are considered upper-classmen.

From the data collected, music undergraduates exhibited the same multimedia user behavior overall, and it was clear that YouTube was the most popular resource to help prepare lessons/rehearsals and foster personal musical growth (see Tables 3a & 3c).

However, when doing assignments and writing papers, more under-classmen indicated frequent use of the library’s multimedia collection (56% for the library’s multimedia collection vs. 30% for YouTube, “Usually” and “Always” combined). On the other hand, YouTube was used more frequently by upper-classmen performing the same task (41% for the library’s multimedia collection vs. 52% for YouTube, “Usually” and “Always” combined) (see Table 3b). Hence, there was a slight difference in their choice of resources.

DISCUSSION
The analysis of this survey generated interesting findings, some of which concurred with previous studies. For example, the fact that students preferred to go to YouTube first when they had multimedia needs appears to be consistent with Mercer’s earlier statement that students regarded YouTube as their habitual primary place for self-learning. Yet, if students’ preference based on the types of tasks is taken into account, YouTube was not the ultimate winner. It was favored when students had performance needs (e.g. preparing for lessons/ensemble rehearsals, or enriching of their general music knowledge); but for academic needs (e.g. writing a paper), most students relied more on the library’s multimedia collection. After all, when they were asked what their general preference was
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between the two resources, students preferred the library’s multimedia collection because of its advantages, such as sound/video quality and performance authenticity, over YouTube.

Another highlight of this survey’s findings was the difference in user behavior between under-class and upper-class students. Though Dougan claims that under-class students tend to use library resources more than upper-classmen do, this is a rather sweeping generalization.\textsuperscript{23} Again, the picture looks rather different if user behavior based on the nature of the task is analyzed. In this survey, upper-class students used the library’s multimedia collection less often, but under-classmen were observed to use the collection more often only when doing assignments/papers. They did not normally use library materials more frequently for everything and would switch back to YouTube for non-writing tasks. Therefore, students did not rely blindly on only one resource but varied their user behavior depending on the task. The reason why under-classmen used the library’s resources more for assignments/papers was not identified because of the limitations of the survey. Something that might have contributed to this user pattern, however, is that in HKBU every new undergraduate receives a library orientation workshop before the beginning of his or her first semester and is introduced to various library resources and search strategies. So, for freshmen, the newly gained access to the university library might have encouraged an initial exploration of the various available means for completing academic assignments.

When the survey was designed, an attempt was made to keep the questionnaire short and instantly comprehensible to students with different technology literacy levels, hence the lumping of all CDs/DVDs and the video/audio streaming resources in the library into the “library’s multimedia collection.” Yet, this broad approach might have limited the findings. Therefore, future studies may want to focus on delineating each type of library multimedia materials so as to obtain a fuller and more detailed picture of user behavior and to determine whether physical formats have any influence on students’ choices.

All in all, this survey has helped solve some of the mystery surrounding how music students use YouTube for their university studies. Despite one music professor’s bold remark that since the rise of YouTube nobody would need the library anymore, this research has provided measurable findings that reveal the actual importance of library collections. Students still need library resources to do certain tasks, and there are benefits obtainable from the library that could not be replaced by YouTube.

Nevertheless, YouTube is powerful. As Bernard Stiegler writes, young people are inclined to use YouTube as a search engine and to see things from a visual angle rather than using texts from a regular website.\textsuperscript{24} Watching videos on YouTube is not simple consumption, nor are the videos themselves the sole destination of the viewers. YouTube is changing viewing habits from a “read-only” to a “read-and-
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write" activity as people edit or re-create new videos based on the contents submitted by others. Young people interact socially there too (e.g. commenting, voting “like” and “dislike,” sharing clips with friends), and this social platform provides an additional layer of meaning that the library collection cannot compete with.

What then is the implication for libraries? In summary, four areas can be considered. First, from the collection development perspective, while YouTube has proven itself to be a publicly accessible multimedia archive with tremendous functionality, its overwhelming quantity and the debatable quality of many users’ submitted videos may call into question the credibility of some of the content. Thus, libraries’ continuous efforts to provide carefully curated, high quality, and scholarly materials become critically important. Furthermore, many commercially available videos and sound recordings appear on YouTube only as previews or excerpts because of copyright, and the uploading and stable sharing of a piece of fully copyrighted material is hardly possible because of YouTube’s censorship policy. Therefore, maintaining a good collection of sound and video recordings of notable conductors, ensembles, musicians and performers would be a major strength of music libraries that could not be replaced by YouTube. Similarly, for libraries that hold rare or unique collections, digitizing historical footage of ancient materials or recordings of important music performances from the past can boost the role of the library and make it a “must-go” place if one wishes to peruse such professionally preserved and archived materials online. After all, acquiring a timely and updated collection is one mission, but providing access to archives and to rare and out-of-stock materials is another area that librarians might not wish to overlook.

Besides compensating for the above weaknesses of YouTube, librarians can also re-think how libraries can ride the tide and grow as YouTube expands and develops new services. According to AdAge, YouTube is planning to roll out its first paid channels for as low as $1 per month. It may also provide access to live events and self-help or financial advice shows on a pay-per-view basis. At this moment, the producers and contents of these paid channels have yet to be introduced, but it is believed that more and more of the valuable contents which are now available for free will be classified as paid items in the future. Nonetheless, if students and academics find educational, scholarly and other values in these channels, they can become another useful tool for libraries. With an affordable subscription rate, even people on small budgets may be willing to try them out. One way to attract alumni and a larger user community is if a library should decide to host online live book talks interactively with internationally prominent speakers or to create a paid channel showcasing and documenting the history and background of the most valuable treasures and artifacts in the library. The possibilities are endless.

In addition to collection development, ease of access is another area that awaits further attention. With convenience as one of the major advantages of YouTube, libraries should make every effort to facilitate easy and effortless access to library
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resources, especially the electronic collections. Nowadays, people can watch YouTube videos anytime of the day at no cost and for as many times as they wish. There is no need to sign in or be identified (unless the user wants to upload videos or deploy functions such as playlists, favorites, comments, etc.). And there is no worry about being charged an overdue fine on a late item. However, in most universities, using the university’s electronic resources off-campus is not so simple. Students are required to log in to their library accounts/virtual private network (VPN) when accessing subscribed online databases. If they want to save their search results in a folder for later use or to check-out an e-book, they will most likely need to sign up for a (free) personal account on the database website before proceeding. If they want to subsequently check their university emails or go to their student accounts to look at class schedules, they will have to log in again separately. These are a number of steps, and they can be quite confusing to people who do not understand the relationships and the separate entities between the library, the database vendors, and the university. It probably follows that YouTube is preferred most of the time by students for non-writing and curiosity-fulfilling tasks because of its ease of use.

To improve access, one suggestion would be to set up a true single sign-on ID. If libraries could team up with the university’s IT department so that one successful login would automatically grant entry to all the university’s webpages, this would make the library’s online databases, such as Naxos Music/Video Library and Classical Music Library, which provide music and video streaming, more access-friendly and create one less hindrance to students. Collaborating with publishers and vendors to simplify or embed certain authentication procedures on the database websites could also make the library’s resources more inviting and encourage more frequent visits.

Thirdly, the implementation of a discovery system will likewise be an enhancement. By pulling all commercially or locally available materials into one place, the library catalog will not only help quick resource discovery but also provide immediate access to electronic materials with full-text, full-video or full-sound recording links (if applicable), even if they are located across various databases. Social functions on the discovery system, such as tagging, rating and writing reviews, are also popularity meters similar to those on YouTube that can help students determine result relevancy based on users’ opinions and can promote an online participatory culture within the library. Thus, this too is one way to narrow the gap between the library and YouTube.

Lastly, user education will still be needed to reinforce students’ critical thinking skills when evaluating information retrieved from the Internet. While librarians should by no means discourage use of YouTube, it is essential that students be reminded not to equate the high numbers of viewers of YouTube videos with credibility or reliability. Through a better understanding of the library’s collection and the learning of effective search strategies, library users will find the optimal
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balance while making selections between paid content resources acquired by the library and the publicly contributed materials disseminated on the Internet. Positive search experiences in the library will also help raise users’ confidence and interest in pursuing more in-depth discoveries in the collections.

CONCLUSION

YouTube has changed the information-seeking behavior and learning style of many people. There may be a myth that the days of a library’s multimedia collection are long gone. Yet, through studying the behavior of music students who use audio-visual materials heavily, this research has attested that while YouTube is the first and intuitive resource for most students, the library’s multimedia collection is still preferred by undergraduates for their music studies in the university. Their choices of multimedia and the respective levels of satisfaction with the resources also vary when performing different tasks. In conclusion, YouTube and the library’s collection are good complements to each other and should not be treated as substitutes or replacements.
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APPENDIX

Fig. 1

Reasons for the preference (based on questions 8 & 9)

- More convenient
- Easier to access
- I can usually find the music pieces I want
- I can usually find the performers/ensembles I want
- I can find music that I cannot find anywhere else
- The sound/video quality is good
- The performance is usually good and authentic
- Other

Fig. 2

When students needed multimedia for preparing music lessons or group rehearsals, what did they usually use FIRST? (N=110)

(based on question 3)

- YouTube: 81% (89)
- Library’s multimedia collection: 18% (20)
- Library’s multimedia collection: 1% (1)
- No preference

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Table 1

How often did students use YouTube to perform the following tasks? (based on question 6) (N=112 unless otherwise stated)

<table>
<thead>
<tr>
<th>Task</th>
<th>Never</th>
<th>Occasionally</th>
<th>About half of the time</th>
<th>Usually</th>
<th>Always</th>
<th>&quot;Usually&quot; &amp; &quot;Always&quot; combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare for lesson/rehearsal</td>
<td>7</td>
<td>32</td>
<td>29</td>
<td>32</td>
<td>12</td>
<td>39%</td>
</tr>
<tr>
<td>To do assignment/paper</td>
<td>3</td>
<td>29</td>
<td>34</td>
<td>37</td>
<td>9</td>
<td>41%</td>
</tr>
<tr>
<td>To broaden general musical knowledge (N=111)</td>
<td>1</td>
<td>16</td>
<td>29</td>
<td>43</td>
<td>22</td>
<td>59%</td>
</tr>
</tbody>
</table>

Table 2

How often did students use the library’s multimedia collection to perform the following tasks? (based on question 7) (N=111 unless otherwise stated)

<table>
<thead>
<tr>
<th>Task</th>
<th>Never</th>
<th>Occasionally</th>
<th>About half of the time</th>
<th>Usually</th>
<th>Always</th>
<th>&quot;Usually&quot; &amp; &quot;Always&quot; combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare for lesson/rehearsal (N=112)</td>
<td>17</td>
<td>33</td>
<td>29</td>
<td>28</td>
<td>5</td>
<td>29%</td>
</tr>
<tr>
<td>To do assignment/paper</td>
<td>7</td>
<td>27</td>
<td>23</td>
<td>39</td>
<td>15</td>
<td>49%</td>
</tr>
<tr>
<td>To broaden general musical knowledge</td>
<td>13</td>
<td>25</td>
<td>34</td>
<td>30</td>
<td>9</td>
<td>35%</td>
</tr>
</tbody>
</table>
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Tables 3a-c

Multimedia use between under- and upper-class music students (based on questions 6, 7 & 11)

Table 3a: To prepare for lesson/rehearsal (N=112)

<table>
<thead>
<tr>
<th>Resource used</th>
<th>Never</th>
<th>Occasionally</th>
<th>About half of the time</th>
<th>Usually</th>
<th>Always</th>
<th>“Usually” &amp; “Always” combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UD</td>
<td>UP</td>
<td>UD</td>
<td>UP</td>
<td>UD</td>
<td>UP</td>
</tr>
<tr>
<td>YouTube</td>
<td>5</td>
<td>2</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Library multimedia collection</td>
<td>6</td>
<td>11</td>
<td>14</td>
<td>19</td>
<td>21</td>
<td>8</td>
</tr>
</tbody>
</table>

- UD: Under-class students = BA year 1 & 2 students
- UP: Upper-class students = BA year 3 & BMS students

Table 3b: To do assignments/papers

<table>
<thead>
<tr>
<th>Resource used</th>
<th>Never</th>
<th>Occasionally</th>
<th>About half of the time</th>
<th>Usually</th>
<th>Always</th>
<th>“Usually” &amp; “Always” combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UD</td>
<td>UP</td>
<td>UD</td>
<td>UP</td>
<td>UD</td>
<td>UP</td>
</tr>
<tr>
<td>YouTube (N=112)</td>
<td>3</td>
<td>0</td>
<td>15</td>
<td>14</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Library multimedia collection (N=111)</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>18</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

- UD: Under-class students = BA year 1 & 2 students
- UP: Upper-class students = BA year 3 & BMS students

Table 3c: To broaden general musical knowledge (N=111)

<table>
<thead>
<tr>
<th>Resource used</th>
<th>Never</th>
<th>Occasionally</th>
<th>About half of the time</th>
<th>Usually</th>
<th>Always</th>
<th>“Usually” &amp; “Always” combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UD</td>
<td>UP</td>
<td>UD</td>
<td>UP</td>
<td>UD</td>
<td>UP</td>
</tr>
<tr>
<td>YouTube</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Library multimedia collection</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>16</td>
<td>21</td>
<td>13</td>
</tr>
</tbody>
</table>

- UD: Under-class students = BA year 1 & 2 students
- UP: Upper-class students = BA year 3 & BMS students
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QUESTIONNAIRE

The purpose of this survey is to gather feedback on your use of YouTube and the Library’s multimedia collection for your music studies in the university. Your input is highly appreciated and is useful in helping us improve the music collection that suits your needs. All responses will be kept confidential and used anonymously for collection enhancement purposes. This survey will take you less than 5 minutes.

Q1. Do you watch videos on YouTube?
☐ Yes
☐ No (If no, please explain ____________________________, then skip to Question 11)

Q2. Generally, why do you watch YouTube? (may choose more than one)
☐ To view others’ videos for pleasure / fun
☐ To upload videos for sharing with friends and others
☐ For learning or academic purposes
☐ Other (please specify) _________________________________

Q3. When you need multimedia for preparing your music lessons or group rehearsals, what do you usually use FIRST? (choose one only)
☐ YouTube
☐ Library’s multimedia collection (such as CDs, DVDs, VCDs, Naxos, HKBUtube, etc.)
☐ Other (please specify) _________________________________

Q4. To what extend does your answer in Question 3 satisfy your musical needs?
☐ Completely satisfy
☐ Somewhat satisfy
☐ Cannot satisfy at all

Q5. In addition to YouTube and/or the Library’s multimedia collection, what other multimedia will you use to satisfy your musical needs?

Q6. How often do you use YouTube to perform the following tasks?

<table>
<thead>
<tr>
<th>Task</th>
<th>Never</th>
<th>Occasionally</th>
<th>About half of the time</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare for my one-on-one music lesson or for my ensemble rehearsal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To do my assignment/paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To enhance/broaden my general musical knowledge, not specifically related to any work or assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How are our undergraduates using YouTube?

Q7. How often do you use the Library’s multimedia collection (such as CDs, DVDs, VCDs, Naxos, HKBUtube, etc.) to perform the following tasks?

<table>
<thead>
<tr>
<th>Task</th>
<th>Never</th>
<th>Occasionally</th>
<th>About half of the time</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare for my one-on-one music lesson or for my ensemble rehearsal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To do my assignment/paper</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q8. For your music studies in the university, you prefer…

☐ YouTube more than the Library’s multimedia collection
☐ Library’s multimedia collection more than YouTube
☐ No preference (skip to Question 10)

Q9. Why do you have such a preference in Question 8 above? (may choose more than one)

☐ More convenient
☐ Easier to access
☐ I can usually find the music pieces I want
☐ I can usually find the performances / ensembles I want
☐ I can find music that I cannot find anywhere else
☐ The sound / video quality is good
☐ The performance is usually good and authentic
☐ Other (please specify)

Q10. Based on the music assignments or papers that you have done so far in which sound recordings or videos were consulted, which of the following have you cited in your bibliography (the list of references located at the end of your paper) more frequently?

<table>
<thead>
<tr>
<th>More YouTube</th>
<th>Equally frequent</th>
<th>More library’s multimedia collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q11. What is the program you are studying? (choose one only)

☐ BA year 1  ☐ BA year 2  ☐ BA year 3  ☐ MA / MPhil  ☐ PhD  ☐ PgD / PgD
☐ AD / AD foundation  ☐ BA Top-up program  ☐ Other (please specify)

Thank you for your participation.
Please hand in the completed questionnaire to the library staff at the door on your way out.
How are our undergraduates using YouTube?

NOTES

1 Alexa Internet, Inc., “Top Sites in Hong Kong.” http://www.alexa.com/topsites/countries/HK (accessed March 5, 2013). According to Alexa as of March 5, 2013, the top 2 video sharing sites in Hong Kong were (1) Baidu and (2) YouTube. Prior to that, YouTube was more used than Baidu by people in Hong Kong as was observed between October and December 2012.


How are our undergraduates using YouTube?


How are our undergraduates using YouTube?


