



The Contribution of Music Video Tutorials in the Musical Education of YouTube Subscribers Between the Ages of 20 and 25 in Lima

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Abstract. Education through non-traditional ways and in a non-formal context has boomed in recent years. Various platforms have become the best allies in the education process. It is in this context that YouTube is presented as the perfect option to learn music through video tutorials. This article addresses the contribution of audiovisual materials produced by edutubers in the musical training of young people. To carry out the research, a semi-structured interview has been carried out with 10 young people from Lima between the ages of 20 and 25 who learned music through the platform under study. The findings indicated that YouTube is the preferred space for young people to learn music, causing a first approach to music production and serving as a basis for future professional training. On the other hand, an information gap is evident when seeking to professionalize the work. Concluding that video tutorials end up being a basis for music education, strengthening the knowledge acquired in a formal training context. In addition, its insertion in the aforementioned context is encouraged.

Keywords: YouTube, musical education, edutubers, video tutorials

1 Introduction

1.1 Formal Education vs. Non-formal Education

The increase in the constant use of the internet by people has led to the reorganization of various customs and social processes [1], giving rise to new collective pedagogies, causing education to be adjusted to people's needs and the teaching-learning process to be streamlined [2]. As mentioned by Rodríguez, Cantabrana and Cervera [3], citizens of the 21st century need to develop skills that allow them to improve social and professional development. It is in this context that non-formal education has become an important tool in the training of young people.

Formal education is defined as education that is governed by the institutional system (schools, universities, institutes,...). On the other hand, non-formal education is the one that does not follow the official curriculum managed by the education system. It is acquired through various channels, including technology [4]. In the case of music, the

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confrontation between formal and non-formal education was established many years ago.

Although there have been attempts to change western music education, music schools and conservatories have remained true to their own formal style [5]. In the 80's and 90's, the new techniques and musical aspects were acquired through the knowledge shared by the various musicians of the time, which means, a process of non-formal education was carried out [6]. Nowadays, the process is similar, the difference lies in the fact that musicians share their knowledge through YouTube video tutorials.

This is reflected in the large number of young people who turn to online videos as a training tool. According to statistical data published in "Digital Society in Spain 2017"; eight out of ten use these media, giving as a result a 94.6% of young people between the ages of 20 to 24 [7], thus proving the importance of informative videos in the training of young people in a non-formal context and under their own motivation [3].

1.2 YouTube as an Education Platform

YouTube has become a fundamental tool for the education process. Rubio [8] argues that this is due to the great ease of accessing music education content in a matter of seconds. This aspect favors the insertion of YouTube tutorial videos in a formal context. However, there are those who resort to this platform outside of this context, taking the learning process to another level. This has allowed YouTube to become a platform where artists, teachers, and music producers share knowledge with their subscribers [9].

It is important to consider the work of educational content creators on YouTube, also called edutubers. They are defined as youtubers specialized in generating content aimed at teaching and training, both in subjects belonging to formal education, and in other types of knowledge categorized as informal education[10].

One of the most recent studies on the contribution of YouTube video tutorials to young people is the one that studied the work of the famous youtuber Jaime Altozano. Through a content analysis and with the support of 412 teachers, it was concluded that the use of video tutorials in class is very high, especially when music theory is addressed [8]. Another recent research is the one made to a music conservatory, in which the authors, Monkhouse & Forbes [11], concluded that "for students of musical performance, access to visual and auditory resources greatly helped to understand the problems of performance practice".

For many years, research on music has been limited to its socio-cultural function within society and that of various musical cultures [4]. However, it is in this context that this research is proposed on the use of YouTube and its function as a tool for musical dissemination [8], which is why this research will analyze the influence of music video tutorials on the music education of young amateurs.

2 Methodology

This research is based on the paradigm of social constructivism [12], also called interpretivism. This view is supported because it involves an in-depth analysis of the phenomenon presented above. The approach of the project is qualitative [13], based on the semi-structured interview technique [14]. To carry out the interviews, a flexible

question guide was developed that allowed a better dialogue with the interviewees and favored obtaining their opinion about the problem [15].

The sample consists of 10 young amateur musicians with different professions and in an age range between 20 and 25 years old who live in Lima Metropolitana, who have frequently consumed music video tutorials and have learned from them. Having received formal musical education does not exclude the participants from the sample.

The design of the interviews was structured under four sections; (i) music theory content, (ii) music production content, (iii) consumption patterns, (iv) language used. These were applied to a sample of 10 young people. They were contacted via direct message on Instagram. Once contacted and after agreeing to be interviewed, a video conference was held with each one through the Zoom platform.

For the data analysis, an open coding was performed to identify the codes present in the responses, then an axial coding was carried out with the most important codes for the research.

3 Results

3.1 Music Theory from Video Tutorials

When it comes to music education, theory is one of the most difficult aspects to learn. Many students find it boring to learn because it involves hours of reading and writing. However, despite the difficulties it can bring, young people are aware of the importance of music theory when composing music, as it forms the basis of a piece of music. It is the fundamental tool of every songwriter or music producer.

"And yes, it is very important to have a basic knowledge regarding music theory. If what you want is to make quality music and learn a little more about music theory over the years. I think it's important." (Interviewee 4, 24 years old)

As this is a very complicated topic to understand, even in the context of formal education; alternatives have emerged to acquire this knowledge. YouTubers have become the preferred educators for young people and video tutorials are the perfect way to learn music theory. That is because content creators found the perfect way to make music theory didactic and easy to digest through concise videos that explain various aspects of music theory.

"I learned from Jaime Altozano, well-known, super well-known. His videos were super accurate and concise. He didn't beat around the bush much." (Interviewee 3, 20 years old)

The content they acquire through videos ends up being a solid foundation to be able to delve into music education. It also serves as a fundamental tool for the development of young people's first amateur productions. However, although it serves as a first approach, when young people seek to dedicate themselves to music and improve their level of production, they opt for other ways to reinforce knowledge.

"They can give you the basic information that will help you, yes, so that you have a solid foundation, but that teaches you everything, difficult. That's where I had to resort to courses. To other means." (Interviewee 8, 20 years old)

In this context we can see an inconsistency in the music theory content that can be found on YouTube, especially if what young people are looking for is to professionalize their work or take their productions to other scales. If we focus on a more practical aspect of music learning and analyze the extent to which music production can be learned on YouTube, the responses of young people are mixed.

3.2 Music Production Learned on YouTube

Another important finding is related to learning music production through YouTube. As it is a practical aspect of music education, it is easier for young people to learn. There are several youtubers who have contributed to subscribers learning in music production. Thanks to the knowledge shared by them, they were able to create their first pieces.

"And that wouldn't have been possible [to create songs] if I hadn't found so much content on YouTube from people who just for the love of education, love of music and production, have shared their tips, their ways of processing a sound." (Interviewee 7, 25 years old)

This is how the young people had their first approach to music production through a YouTube video. Many of them even made pieces that can be found on streaming platforms, only with the knowledge imparted in the video tutorials. This approach to music production comes hand in hand with the use of a DAW (Digital Audio Workstation). It is a program that allows the management of audio and digital instruments for the elaboration of musical pieces.

"Well, my first approach was about four years ago, three years ago. I downloaded what would be the DAW, FL Studio, it was the first time. And well, I was always interested in production and all that because since I was a child I listened to electronic music and I always had that idea." (Interviewee 5, 23 years old)

In this way, the young people maintained their first approach to production and video tutorials thanks to the exploration of a DAW. At this point, it is important to analyze how much young people can learn to produce with YouTube as the main platform to acquire knowledge. The young people keep YouTube as their alma mater, the place where they were able to learn production and it has helped them get to where they are now.

"If I did percentages, I think 80 or 90 percent of what I know, I've learned from YouTube tutorials. And 10 or 20 percent, from what I was taught by a friend, who also learned from tutorials." (Interviewee 1, 22 years old)

Young people conclude that youtubers and video tutorials have been fundamental to be able to learn music production; While it is true that the knowledge they acquired

through the videos was not enough, it represented an important percentage and contributed to the interest in music becoming something tangible and being able to compose songs. One of the factors that contributes to the learning of subscribers through YouTube is the tone of communication that is handled on the platform, something different from what is presented in a formal context.

3.3 Style and Use of Music Video Tutorials

On YouTube you can find all kinds of videos and content creators, the tone of communication that is handled in the videos will depend on what the content creators seek to convey through their channel. In the interviews, it was possible to highlight that generally music video tutorials maintain the use of comedy for better learning.

"It's through comedy that they can basically get people hooked and see the subject of theory a little bit more relaxed. They make it a little more horizontal. It's not so vertical the way they share knowledge." (Interviewee 9, 23 years old)

This is how the use of comedy has become a constant in the tone of communication of edutubers, consolidating itself as a tool to guarantee the easy understanding of concepts. On the other hand, not all channels handle this style, there are content creators who prefer to maintain a serious way, and it is still functional. Comedy may not be present, but communication takes place under an informal code, which allows young people to feel connected to the edutubers.

"A person who's talking like he's a teacher in a classroom, I don't think he's going to be able to grab the attention of people who want to watch the videos. If you go to a YouTube video and see that the person is talking like a professor at a university. It's like it doesn't matter, it doesn't make you want to watch the whole video or things like that." (Interviewee 2, 23 years old)

"Most of the ones I've seen don't speak formal language. But I don't feel like it's a limitation. As long as they handle academic or musical terms, for example, already talking about music theory topics, let's say that they don't say "a little black dot", but that they say that it is a quarter note or a period or an eighth note. They do that." (Interviewee 10, 24 years old)

The use of informal language in the videos favors a quick learning of concepts. On the other hand, they also comment that it is important to use academic terms within this context. In this way, they favor their learning, since they will be able to understand complex terms of universal use in music and apply them little by little. The use that young people give to video tutorials is very varied, most of the time it is given when they need help with something specific when making music.

"We were working on a song for two artists who were going to release it under a national Peruvian record label. I was just looking at the topic of What to improve on the song? And then I kind of remembered, I remembered a video I saw about how to do vocal chops. So, we tried to recreate the video." (Interviewee 1, 22 years old)

The daily use that young people give to video tutorials is aimed at resolving doubts during the process of creating a piece, whether it is a concern related to practical issues such as production or a concern related to theoretical issues for the development of a song. On YouTube we can find all kinds of content; however, it is important to note that not everything is there and many times this content has shortcomings.

3.4 Content shortcomings

YouTube presents a wide variety of content so that you can learn music from scratch. However, when subscribers become more knowledgeable and want to search for more topics, the shortcomings of video tutorials become apparent. Through the interviews, the young people stated that one of the most difficult aspects to learn on the platform is related to the mixing and mastering of songs.

"Mixing or mastering. But a very complete one, because... I'm not telling you that YouTubers who do it do not know about it. They clearly know more than I do, but they don't give it to you, you know what I mean? I assume also because since they sell their courses, if they give you everything for free, you're not going to buy from them, right?" (Interviewee 6, 24 years old)

In most cases, content creators do not just upload their videos to a YouTube channel, they also create more specialized content for paid platforms and through video tutorials is what attracts potential buyers. Generally, the content that sells the most is related to mixing and mastering. As a result of the absence of content, young people find themselves in the need to look for various platforms to answer their questions.

"There's a website that's in English called 789ten, which is a page where you can find a lot of masterclasses from electronic music producers from all over the world who share their process of how to make a song from scratch and you learn in the process." (Interviewee 7, 25 years old)

There are several websites where you can find paid courses to learn an aspect of music education in depth. You can find masterclasses from very famous music producers, as well as courses that are prepared by edutubers. It should be noted that it is important to have feedback during the learning process. Young people say that through YouTube, you can't get a response from the educator, there's no way to know if what they did is right or wrong.

"I think that in a way, having a teacher next to you and explaining to you, helps you understand better. I understand that you are left with doubts, so the youtuber cannot solve it for you, the person who is in the video cannot answer you." (Interviewee 3, 20 years old)

In this way, young people state that feedback from a professional is important during the learning process. Communication with a content creator is limited to the comments section, leaving a low chance of being addressed. Another important factor during learning is the practice of what has been learned. In the interviews, it was found that this aspect is not emphasized in the videos.

"Practice is very important and it's something that maybe isn't emphasized as much. Because it can be the whole theory in the world and the best theory in the world. However, if you don't practice, for example, how to do a melody 100 times, you're not going to be able to understand why the previous 99 times I was doing it wrong and why now on the 100th you're doing a little better." (Interviewee 2, 23 years old)

As the young people mention, practice is very important, there is no other way to apply what you have learned and strengthen your knowledge. This factor is overlooked by content creators, and music education is limited to videos dedicated to replicating a product.

4 Discussion

Starting with the first code analyzed in the results section, YouTube has established itself as the perfect platform to share knowledge about music education. Like Rubio [8], we found that content on music theory ends up being very attractive to young people and is presented as a perfect tool to understand one of the most complex aspects of music. In addition, like Marone & Rodriguez [9], the platform has become the perfect window for professionals to share their knowledge.

On the other hand, there is an evident absence of more complex/in-depth content on music theory. This is where the complementary purpose of the videos lies, serving to reinforce the knowledge previously acquired, either inside or outside a formal environment, similar to what Akbari & Rochaety mention [16].

In addition, the use of videos in a formal environment is presented as a perfect tool for pedagogy [17], encouraging the development of creativity [18] and helping to capture the attention of young people.

The second code developed in the previous section states that it is possible to learn music production from YouTube, as Gayretli [19] indicates, a YouTube channel can be the easiest tool to share musical skills and knowledge. Coinciding with what was mentioned by Hanson [20] & Whitaker et al. [21], young people can learn directly from professionals thanks to the platform, having a great significance in their training.

Like Gayretli [19], the approach to YouTube begins with a practical aspect of music education, from training an instrument to creating a piece of music. This is where the role of edutubers becomes more important, they are the ones who can respond to this trend [22] by helping students to turn their interest in music into something concrete.

The style of communication used in music video tutorials fosters a horizontal relationship between educator (edutuber) and student (subscriber). As Waldron [23] mentions, the site facilitates participatory communication thanks to the language it uses. In addition, young people present a greater comfort and comprehension of the content when an informal language is handled by the edutuber, it ends up being different from the tone of communication that is handled in a classroom, this coincides with what was mentioned by Thedpitak & Somphong [24], arguing that learning music with YouTube is more entertaining and interesting than inside a classroom.

Regarding the use of video tutorials, after having acquired sufficient knowledge, young people turn to them when they need something specific or do not know how to

do something at the time of production, a different consumption pattern from the one that occurs at the beginning; Agreeing with Whitaker et al. [21], videos become a tool for occasional music instruction.

Finally, there are shortcomings in the platform with regard to music education content. Mixing and mastering are two very important aspects that end up reaching young people poorly, presenting a knowledge gap that is filled with other paid platforms.

Another important point of education absent from YouTube is feedback. Agreeing with Gayretli [19], it is concluded that the platform does not provide face-to-face teaching, causing many errors not to be corrected and many doubts not to be solved. This is reflected in Zahal's research [25], which concludes that lessons taught on YouTube are not effective due to the absence of teacher-student interaction.

On the other hand, in the videos there is no emphasis on the practice of the knowledge acquired and does not motivate young people to be consistent in music production. It should be noted that the platform offers the same opportunities to professional musicians as to amateurs [26], it depends on each one how they use the knowledge acquired.

Video tutorials have been presented as the perfect tool to learn and strengthen the knowledge of young people. It is important to include this tool in a formal context, as Rubio mentions [8], it is important to give it an innovative and methodological approach within the educational system. Therefore, video tutorials are the best ally to strengthen the pedagogical curriculum [11] and the perfect opportunity to include the edutuber in the educational process of young people [10]. It is at this point that music video tutorials end up motivating a convergence between formal and non-formal education.

5 Conclusion

With the study carried out, we can conclude that it is possible to learn music at a basic level through YouTube and video tutorials. Edutubers have become the modern educators of choice for young people. It should be noted that the content that can be purchased on the platform ends up being superficial. If they want to pursue a career path in music, they must look for alternative avenues (formal education) for learning.

The results conclude that video tutorials (informal education) do not suppress the teaching provided in universities, institutes, colleges (formal education); it complements it. It is important to achieve the implementation of video tutorials in a formal context, making learning more attractive and understandable for young people.

The practical implications of the research are twofold. First of all, the research is relevant for education as it allows us to know the level of musical training that young people can acquire through YouTube and how video tutorials become a pillar in education. Secondly, it is very convenient, since the content of this nature has increased in recent years. However, there is no research that allows us to know the specific contribution of video tutorials.

On the other hand, research has double social relevance, since it is important for young people to know how much they can learn in a self-taught way with YouTube,

and in turn it is important for content creators, since they will be able to know how important they are in the learning process.

Finally, this study has limitations. One of them is that the sample is only focused on young people between 20 and 25 years old who live in Lima, so the study cannot be generalized. We encourage replication of the research in various contexts and use a larger quantitative sample to facilitate generalizability of findings. The other limitation is that the research focuses on subscribers of YouTube channels, so the perspective of edutubers on the problem posed is unknown. On the other hand, the study opens the doors to future research, a study can be carried out with edutubers as the central axis. In addition, qualitative research is encouraged, carrying out a content analysis with video tutorials as the object of study.

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