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Prosumers of Hybrid Entertainment-Educational Communication in a Media Convergence Environment

Z Hidayat*
Communication Department, BINUS Graduate Program, Bina Nusantara University, Jakarta, Indonesia

Abstract

Communication technology is changing the way of interacting by combining face-to-face classroom and online meetings. The YouTube channel is an alternative learning center where participants can share educational content. Participants act as producers and consumers of all knowledge products and simple technology. This paper discusses the involvement and characteristics of producers-consumers (prosumers) in producing, distributing, and consuming entertainment-educational content on Social Network Sites (SNS), especially YouTube. This paper also discusses changes in the educational landscape from and for fellow participants in online media as a consequence of media convergence by promoting a hybrid-learning alternative education model that combines informal contexts and formal education. Systematic Literature Review (SLR) is used as a research method to analyze several dimensions related to entertainment education, such as student and teacher knowledge and skills, antecedents, hybrid-learning cycles, Bloom’s level of taxonomy, enactment, and prosumer outcomes in a model. YouTube content for prosumers is an entertaining sharing of knowledge for a safer, healthier, and happier life. Specifically, prosumers make YouTube and other social media as online classroom channels for completing school and university assignments and as fun learning centers to achieve the best academic performance. The existence of prosumers in hybrid education refers to the Flipped model by considering Bloom’s taxonomy as practice and reflection in the cycle. The highest level in Bloom’s is “creating” after prosumers did “evaluating,” “analyzing,” “applying,” “understanding,” and “remembering” as the lower levels. The implications of this research reflect the importance of development of entertainment-education contents as an alternative educational channel.

Abbreviations

SNS: Social Network Sites; SLR: Systematic Literature Review; VARK: Visual, Aural, Readers, and Kinesthetics; E-E: Entertainment Education; CMC: Computer-Mediated Communication

Introduction

Formal education in the classroom has become part of young people’s lives in schools and colleges. However, adolescent energy is more in virtual spaces and outside of school, such as at home and hanging out with peers. Online interaction has become part of the teaching-learning process in the formal educational environment of schools and colleges. Still, adolescents' online lives are even more so at home and among peer groups. Therefore, the accessibility of adolescents in online life with
large average consumption of time in everyday life is essential to observe and research to achieve academic achievement for adolescents. Meanwhile, the economic cycle has also changed in developed countries and especially in developing countries that are dominated by capitalists [1,2]. Initially dominated by production, especially manufacturing, this cycle has shifted to focus on consumption, especially in developing countries that are dominated by distribution and trade centers that replaced factories as the center of the economy.

Integration has always existed amidst today's social changes, especially those related to the internet and Web 2.0 (in short, the user-generated web, for example, Facebook, YouTube, and Twitter), giving it greater centrality. Digital natives spend much of their time-consuming YouTube and social media by producing and consuming content they create and share with others. Adolescents are prosumers whose activities are inseparable between online and offline lives by having content on daily experiences, travels, watching film stories, live storytelling, and practical experiences of watching film stories, live storytelling, and practical knowledge. Young people are cultural prosumers continuously transmitted to their peer groups worldwide in a free-choice learning of a connected society [7-11].

Generational relationships between digital natives, such as students in schools and universities, and digital immigrants, such as teachers, mentors, and lecturers, occur in classrooms and campus environments, where both generations must work and function together [6]. However, free inter-generational and cross-generational relationships occur online on social media and YouTube. Collaboration occurs between producers and consumers and vice versa. The process of teaching and learning, and knowledge sharing among prosumers can also occur massively in online interactions, such as comments and answering questions online, and detailed analysis of the content produced by sensory input in some cases, the sound of the internet and Web 2.0 (in short, the user-generated web, for example, Facebook, YouTube, and Twitter), giving it greater centrality.

This paper aims to discuss the growth of prosumer culture on YouTube and other social media in sharing knowledge and entertainment-education (EE) content. The analytical approach of this paper is the Entertainment-Education (EE) approach, that is, the sharing of knowledge practiced by prosumers to obtain entertaining education. Specifically, how do prosumers use YouTube and social media as online classroom channels for self-learning and face-to-face group communication interaction experiences at their schools and campuses?

Materials and Methods

This paper uses several steps in a comprehensive Systematic Literature Review (SLR) method. The initial setup takes three months of study to take a team of people up to one year to complete the research. The steps taken by the author are: first, identify the research questions set explicitly. Second, developing the protocol from a different perspective has a novelty compared to the previous research. Third, perform a systematic search with tracing, text mining, and thematic analysis. Fourth, filtering all document articles totaling 76 titles. Fifth, make a critical assessment according to the specified dimensions. Sixth, extracting and synthesizing data from the results of coding and categorization. Finally, the researcher writes for a publication.

Results

Educational communication in face-to-face and online interaction

Educational communication theory directs the principles and axioms in communication theories and models to be applied to teaching, learning, and assessment. In the classroom context, interactive group communication is mutually responsive by considering the diversity of learners, Visual, Aural, Readers, and Kinesthetics (VARK) uses. Learners learn differently depending on the outcomes produced by sensory input. In some cases, the sound of the internet and Web 2.0 (in short, the user-generated web, for example, Facebook, YouTube, and Twitter), giving it greater centrality.
causes visual disturbances. Effects of synaesthetic.
This might explain why one person responds better when information is provided in a verbal format, another responds better when it is visual, and so on [19]. Connections between these sensory areas of the brain mean that we all have a unique way of perceiving what is being taught or communicated. This allows for empathy with learners of different learning styles, which is an excellent reason to consider how to communicate with learners of different learning styles [20–22].

Emerging technologies challenge us to rethink conventional ideas about learning from and with media by reminding us that humans are embodied beings with a long heritage of interactions in complex spatiotemporal and quasi–social environments. This legacy is much older than the use of symbols and our language. Like other organisms whose capabilities are shaped by niches or occupations, our modes of perception are adapted to opportunities for action in the environment. The conclusion of this chapter examines the problems that can occur when media technology reduces chances for integrating action with the perception that users face limited choices for moral thought and behavior [23].

Entertainment-education in convergence media environment

Entertainment Education (E-E) is a message creation and delivery strategy based on a linear model of communication to intentionally embed educational and social issues in creating, producing, processing, and disseminating entertainment content to achieve positive individual, community, institutional, and social change including parasocial interaction, social learning, collective efficacy, and paradoxical communication [24–27]. Traditional communication in the classroom reflects teacher-led group communication on a moderate group size scale of 15 to 48 students. Communication strategy in the context of active students is categorized as two-way communication, emphasizing academic values to the participants [28]. The context of classroom interaction is broader with online channels via YouTube, where each participant can simultaneously act as a student and/or teacher [29–32]. Sources and receivers alternate to become parties called producers and consumers or sources and receivers or between communicators and audiences.

The convergence media environment has changed the mode of one-way communication to interactive two-way. Even though students are active in class, the teacher’s position remains central in classroom and learning management [33]. In contrast to online interactive classes on social media, everyone can act as a learner or mentor and at the same time the mentor can also be a participant when an active viewer appears providing insight on the topic being discussed. Topics thus, must be planned to achieve high creativity. One way is by embedding thoughtful educational messages that are intentional, planned and directed in the entertainment genre such as drama on behavioral intentions [34]. Prosumer-inspired creativity with nuance and complexity is at the heart of the E-E strategy [35]. Thus, in the context of interactive communication, E-E is not just inserting educational messages in entertainment programs but involves developing creative ideas for programming [36–38]. Periodically produced content requires production and dissemination management. Information processing systems and marketing communications are also urgently needed with audience-centered as a prosumer community to foster interactivity, individual decisions and actions and positive impacts collectively [24,39,40]. E-E requires a persuasive approach so that its messages are readily received by viewers naturally [41–43].

Interactivity and the changing education environment

Communication technology is growing the dominance of media convergence as a channel of interactivity for prosumer participants to co-construct their social reality across traditional geographic and temporal barriers. Several related theories, such as Computer-Mediated Communication (CMC), new media theory, or media convergence in a technological context, guide the perspective of communication studies [44–46]. The characteristics of interactivity, real-time, and audio-visual support the teaching and learning process both in a formal classroom and online as an alternative to informal learning.

In CMC, the role of interactivity determines the success of delivering messages back and forth between parties. The relationship between the new message and the previous message in the communication process is measurable in the amount, content, frequency or time of exchange of messages. Meanwhile, interactivity is also present in face-to-face communication. Responsiveness between conversation partners in both contexts remains a measurement metric. Interactivity provides
acceptance and satisfaction and generates attention, socialization, and attention \[47\]. Interactivity is a form of construction with appeal, fascination, and sensation that can be attached to computer-mediated groups \[48,49\]. Online interactivity is distributed throughout the network and cannot be reduced to several point-to-point exchanges. Each message considers previous statements and how the previous messages react to one another \[44\].

**Discussion**

**Prosumers in hybrid-education model**

The prosumer position in hybrid education includes understanding the context of the integration of formal education and informal education. Formal education can be found in classrooms that, from a communication perspective, are included in the realm of group communication in small and medium size groups, a maximum of 50 students in one class which can then be divided into ten small groups or five students in one group. Meanwhile, informal education includes media as a channel for delivering educational messages, especially in a media convergence environment centered on YouTube channels, websites, and social media \[50\].

Prosumer in a peer group can be understood as a series of creative processes in pre-production, production, and post-production of audio-visual communication content broadcast on YouTube \[51,52\]. However, because the position of teachers is generally born from a generation that is more senior than students, the assumption is that prosumers are not only from peer groups but across generations. The teacher and student community act as producers-consumers (prosumers) on YouTube as a learning resource with entertaining educational contents or message \[53\].

The primary basis for implementing a hybrid learning model involving the YouTube channel is the level of implementing Bloom’s taxonomy in educational institutions by considering the Flipped model. Figure 1 explains the Prosumers in the Hybrid-education Model with a mid-cycle in the middle: ongoing hybrid-learning practice and reflection processes. The lowest to the highest level in Bloom's taxonomy starts from remembering, understanding, applying, analyzing, evaluating, and creating. Prosumer performs all levels of Bloom’s taxonomy to arrive at content planning in pre-production, production, editing in post-production, and publication on the YouTube channel.

In several aspects, formal education directs students and teachers (prosumers) to plan and manage classrooms and instructional support and even involves an emotional support approach in the nurturing process \[56\]. The emotional aspects of participants are fundamental to explore when creating creative content in E-E, such as inspiring individual experiences in storytelling for the greater, greener good \[57\]. Students get guidance and descriptions to create ideas about content related to the subject matter, assignments, and teacher and school coaching. But for others, the ideas that emerged came from the inspiration of fellow YouTubers and peer groups outside of school as a social interaction \[58,59\]. It may even involve other parents and mentors.

**Figure 1** Prosumers in hybrid-education model, adapted from Hirshberg’s Integrative Model and using Bloom’s taxonomy \[54,55\].
The broad concept of entertainment-education is that content produced and shared with the public aims to provide insight into nature, physics, health, mathematics, social relations, tourist destinations, appropriate technology created by humans, artifacts, culture, and other social issues [60–62]. The presentation is done in a way that entertains and makes everyone happy. Even entertainment education is intended as an entertainment program to achieve the desired individual, community, institutional and social changes [21,63–65]. Thus, the content is very diverse, with various uniqueness displayed by each prosumer [66].

Everyone in prosumer entertainment education is required to create, produce, and distribute content that is uniquely different from one another. YouTubers will get viewers and are willing to share them with other networks because they consider the content worthy of being known by others and provides valuable entertainment for personal life and togetherness in the community. Student idea and content production skills are indispensable for producing successful EE content, as are teacher, coach, and peer group review performance reflected in their comments. In the following process, strengthening prosumer performance requires continuous interaction online and from face-to-face discussion meetings.

Hybrid-learning practice content as an open source for everyone through YouTube is thus explored from the curriculum, media, and activities as the primary source of academic content [67]. Categories of prosumers on YouTube informal learning include the intention to search for information, recommendations, physical/psychic attraction, homophilic attraction, homophilic relationship, and others [68,69]. Prosumers are formally involved in their schools or universities. They dig deeper for unique content through similar comparisons in converged media or even appear alternately from their activities in the field during production. The entertainment-educational content that is produced also considers the history of successful content materials that are popular with viewers to be developed from additional findings in the field.

The hybrid-learning cycle seeks to achieve prosumer performance goals that include students and teachers in society. Prosumer students prioritize achieving academic achievement by producing work that is a source of knowledge for fellow students and many people. Students’ skill development is maximized by integrating the roles of teachers, schools, and convergence media to support thoughts, ideas, and embodiment in the production and distribution of content. Ultimately, every student who becomes a prosumer strongly engages in the learning community within society. The YouTube channel makes it easy for every prosumer in various parts of the world to compare content quality and then adjust the development of the quality of their work as a global content and digital literacy skill [70] to understand the entertainment-education campaigns [71].

Likewise, prosumer teacher outcomes and the effectiveness of teacher contributions in local and global education are getting higher and of higher quality [72]. Teachers can more easily realize their ideas with audio-visual communication modes and textual works in various international journals. EE content that provides new insights and contributes to the happiness of global viewers is a leap forward in the converged media environment.

Prosumer performance in the perspective of media and communication studies pays excellent attention to aspects of narrative and aesthetic skills because the learning community believes in the power of narrative and expanding dialogue [73]. Therefore, the context of informal learning platform as an independent education model that supports hybrid informal education on YouTube requires several continuous activities [74–76], such as 1) interpret, recognize, and describe such genres in different media and platforms. 2) Compare, highlighting the differences and similarities between different narrative worlds.

Evaluate and reflect on a specific narrative world, and 4) Apply such choose and consume/leave content based on aesthetic or narrative values.

The cycle of prosumers in the hybrid education model is a continuous process without stopping. Suppose prosumer outcomes have not reached their maximum under ideal conditions. In that case, there will be feedback to return to the original system where student and teacher ideas are tested and demand elements of uniqueness and novelty. Considering several antecedents will further refine the ongoing cycles Flipped model and Bloom’s taxonomy. This process will continue as a new form of EE strategy for the world of education with a participatory method [77,78] that is more open to anyone, now and in the future.
Conclusion

Prosumers have been and are growing in the field of education by promoting alternative models of informal education through YouTube. The growth of open learning models should be seen as a complement to formal education for young people. Prosumer students and teachers mingle on social media, including YouTube, to present their academic work and entertainingly share knowledge in a hybrid entertainment–education model. The growing interactivity network is seen as a form of communication in a media convergence environment, emphasizing audio–visual dominance and actor presentation in educational content.

YouTube is the primary choice besides various types of social media such as Reels, TikTok, and Hello, which are used as communication channels to form a network of prosumers. Entertaining sharing of knowledge for prosumers is meant to seek and find a safer, healthier, and happier life. For prosumers, YouTube and other social media serve as online classrooms to complement formal education activities at schools and universities. Hybrid education is found in the prosumers network based on the Flipped model that considers Bloom’s taxonomy as practice and reflection in the cycle. Bloom’s taxonomy directs prosumers to "creating" after going through the levels below, such as "evaluating," "analyzing," "applying," "understanding," and "remembering" as the lower levels.

Conflicts of Interest

The author has no conflict of interest in this research paper.

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