



Self-regulated learning and fashion YouTuber

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Significance of the concept. YouTuber refers to a person who uploads, produces, or appears in videos (i.e., video blogger, vlogger) on the video-sharing website YouTube (YouTuber, n.d.). YouTuber interacts with subscribers through a channel, dealing with diverse topics. Successful YouTuber begins with selecting popular topics that will interest viewers (e.g., gaming) (Geyser, n.d.). Fashion related YouTubers are lifestyle vloggers who often post unboxing videos sharing their experiences with new products and how-to videos showing their wardrobe styling tips. Jose Zuniga created a fashion channel called ‘TeachingMensFashion,’ and his most watched video ‘10 ways men are dressing wrong’ has 12.5 million views. The estimated earning of this video ranges \$6,200 – \$49,900 based on Cost per Mile (i.e., advertiser pays per every 1,000 impressions of its ad) measured by Social Blade, a website that tracks user statistics for social media. Evidently, it has become a new trend in profession that YouTuber is one of the 10 occupations desired by South Korean elementary school students (Yunhap, 2018).

To create high quality contents, Jose Zuniga puts about five hours for a 5-minute video, and the series of activity include brainstorming ideas, researching the exact topics to cover, checking factual contents, writing outlines for video-shoot, filming and editing, and follow-up (Centeno, 2017). The process of making a video is possibly explained by self-directed learning (SDL) that a learner (e.g., a YouTuber) involves in active engagement and goal-directed behavior, entails task analysis and implementation of the plan, and evaluates the process (Loyens, Magda, & Rikers, 2008). Similar to SDL, self-regulated learning (SRL) encourages learners to control their own learning process (Boekarts & Cascallar, 2006). But the learning task can be generated by the teacher in SRL, while the task is defined by the learner in SDL. Therefore, SRL fits better than SDL in academic environments. *The purpose of the study* is to explore the concept of self-regulated learning (SRL) and its application to the professional development as fashion YouTuber. The current study may provide pedagogical insights for effective SRL activities. Further, students may find out their learning styles and aware of their strength and weakness in learning behavior. The proposed learning process may help students to develop the foundation knowledge and experience as fashion YouTuber, one of career fields for the future.

Synthesis of theory and literature. SRL reflects the basic nature of constructivism, which is centered towards the students for learning to take place. Constructivist learning theory focuses on the internal, cognitive or conceptual development that students construct knowledge for themselves (Sierpinska & Lerman, 1996). Students engage in organizing and comprehending encountered information based on their prior knowledge, experience, mental structures, and beliefs (Ormrod, 2004). In constructivism learning process, students are exposed to realistic learning environment that encourage diverse perspectives and self-awareness of their learning capabilities. Constructive teachers must understand that the process of learning is more important

than finding a correct answer. Therefore, teachers need to understand student's capability and give clear instructions so that students engage in the active process of developing new knowledge (Boethel & Dimock, 2000; Boghossian, 2006).

There are four key elements of SRL: (1) students set goals, monitor their thoughts, feelings, and actions, and adjust them if needed during their learning process; (2) although learning process operates within contextual and individual boundaries, teachers can support students to extend their cognitive knowledge base to become more effective self-regulated learners; (3) learning behavior is goal-directed; and (4) learning process mediates student's personal or situational level and achievement (Loyens et al., 2008). Zimmermann and Capillo (2002) introduced the structure of SRL process in three cyclical phases. In the forethought phase, students set specific goals for themselves and plan strategies to meet the goals. This task analysis depends on the student's motivational beliefs, which affect the direction, intensity, and persistence of the student's learning behavior. In the performance phase, students deploy specific strategies while controlling their attention from distractions. Students record their thoughts, feelings, and actions so that they can modify the learning behavior toward the goal attainment. In the self-reflection phase, students evaluate their learning results and draw conclusions about further learning behavior.

Implication. The current study employs the cyclical phase model of SRL in the curriculum development of independent study course that guides students to build new knowledge and experience as fashion YouTubers. Students have a full control of the learning process, and a teacher helps students achieve the goals that are set by them. The following example demonstrates how a student might apply the model in a task.

- Prior knowledge and experience: A student knows that designer collections are showed during the Fashion Week and new trends point to the general direction of fashion. The student understands how to produce and post a video on YouTube.
- Forethought phase: Based on the prior knowledge and experience, the student sets the goals to analyze new fashion trends and to present the trends in a 5-minute video on YouTube in a way that is both entertaining and educational. The student plans to collect information from runway shows that are available on the Internet (e.g., NFWF, Vogue) and to organize the trends by color, material, product, and style. In addition, student creates a timeline to complete the task. Note that goal setting and strategic planning depends on the student's motivational beliefs, such as self-efficacy – the student is confident in his or her ability to learn new fashion trends.
- Performance phase: The student searches and studies about new fashion trends where distraction is minimized (e.g., home). As the student carries out the strategic plan, he or she writes a progress report to check the activities towards the goals. The student may seek help to clarify areas that are not clearly understood. Adjustment and change of plan is made if necessary.
- Self-reflection phase: The student evaluates if the contents of finished video deliver the intended outcome and if the presentation of the contents in the video is satisfactory (e.g.,

audio, image, text). Based on the evaluation, the student determines if more research or other video-editing is needed to successfully introduce new fashion trends to viewers.

- Follow-up: The student reads the comments by reviewers for improvement, discusses with the teacher about learning experience from the task, and starts brainstorming the next task.

Proposal for future action. After implementing SRL to the course curriculum, plans for continuation, revision, or follow-up must be made. Student's progress report and self-evaluation, discussions with teacher, and course evaluation that covers all aspects including activities, tutorials, and assessment may indicate students' experience with SRL and the effectiveness of the learning process. SRL promotes the development of students' critical thinking, problem-solving, and communication skills; thus, students' other soft skills might be measured and compared before and after the learning process. It is suggested that teachers investigate the role of individual differences (e.g., self-efficacy) in SRL to develop more effective learning process so that students build a flexible knowledge base and become intrinsically motivated learners.

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