TECHNOLOGY IN BUSINESS EDUCATION (LEARNING APPLICATIONS - ASSIGNMENT SUBMISSIONS IN YOUTUBE)

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Abstract

Professional internships presented during academic learning levels consume prudently edited classifications of screen capture, collected as a favorite or dedicated display in a student's communication about the firm's operations and existence in the society. Academic assignments are stipulated for curriculum clearance, marks percentage or the course grade. As the submission is purely pro-business and a win-win for the student to become a potential employee in the future, the samples presented were not given ample critical attention. YouTube is a way to sensationalize the standing to the viewers through computer-mediated message, hence the assignment methodology to be interesting for application, feasibility check, adequate workload for clearing the learning objectives and easy to cut corners without sacrificing educational quality was applied. The enrichment in learning stimulated the learning reasonableness among students, and reduced the evaluation burden in teacher without compromising learning goals. Therefore, to achieve the success in online submission of assignments by students, certain parameters such as the time frame, calendar plan and execution of an assignment were effectively managed.

Keywords

Youtube, Learning, Evaluation, Assignments, Business, Internship

1. Introduction

Business internships offered at the collegiate level has been used carefully with edited sequences of screen capture and assembled to show them as a top-rated or devoted to individual expression or opinion-making which are likely to be part of conglomerates, control and broadcast media. An opportunity for the group to talk about speech acts and online performance was encouraged, during those discussions it was identified that how people with difficulties solved obstacles to their public presentations by expert shooting, editing and deploying other online image management techniques. After testing several possibilities, it was decided to set up a new kind of cross-campus informal collaborative practice teaching with the website, using the emerging YouTube pedagogy.

2. YouTube Assignment

The Google-owned video sharing service, YouTube, is a way to dramatize the importance to the audience through computer-mediated communication. This also seeks cautiously draw the students easily along analogies between the Internet and participatory learning or the Internet and participatory democracy that are propagated by Social Web hype stereotypes. Then to encourage critical thinking appropriate, classroom created by YouTube users with rhetorical conventions represented YouTube Uploads as communities with a strong sense of activism and group identity in practices. Students appreciated the seeming freedom of having their own accounts and feeling like they can remove once coursework has been graded. Uploading, viewing and commenting on YouTube videos provides data for the potential marketing and hence were encouraged to critically think about the work on rechecking the computation, gender, sexuality and rationality that could also be applied to the students' criticism of the YouTube videos. Students were eager to see work of their final video projects, so there was considerable interest throughout the video galley on that featured video, about online privacy, network neutrality, software monopolies and information literacy and the video gallery about copyright.

3. Assignment Facilitated Learning

In recent years, ideologies of originality that were once central to student instruction were valued as imitation in the building blocks of learning conventions and organizational strategies of a given genre. Imitation is called as "memes" on YouTube, and videos in the galley were often found to be copied by other YouTube creators. To put forward coherent arguments about course materials to students, the YouTube "playlist" feature was used to curate the sequences of videos that students see with a critical eye. Learning is a joyful encounter with what one does not know, what one have not thought of, to conceive, understand and rejoice in the process. Google filters interpose between an Internet searcher and the data base; with search requirements facilitated to yield sieving the search from radical encounters personalizing the results to searcher intend. The YouTube is based on targeted advertising, not pedagogical empowerment so YouTube is in many ways an unlikely teaching tool, where teacher's power, expertise, and objectivity in the classroom are not met. YouTube's seemingly flattened hierarchy's present significant obstacles to creating collaborative, imaginative pedagogic interactions.

4. Premiering the Opportunity

Learner's self-awareness and embedded structures of information-sharing in YouTube fostered with formal knowledge supported can drive edited sequences of screen capture to assemble the sequential show of information that are to be part of Conglomerates, Control and Broadcast media. Being offered an opportunity for the group to talk about their industrial internship and present a speech acts and online performance, discussions were encouraged to share about their obstacles faced during preparation of the video presentations, including video shooting, editing and deploying other online image management techniques for hosting these videos.

5. Application Dispensation

A separate document in the form written description of the assignment was edited prior to the filming process, so as to check the adherence of the syllabus coverage. Articulation was made comparing the YouTube assignment and the formal written assignment, where in the instructions was precise in an unambiguous language, submitted in appropriate format (e.g., page length, typed, cover sheet, bibliography), then adhered for the due date of submission and the consequences for missing it. All academic assignments were carried out for curriculum

clearance, marks percentage or the course grade. However, the application of appropriate models or samples was not given ample attention.

6. Invitation and Easiness to Accept

Encompassing the enrichment in learning which stimulate the learning reasonableness among students, and reduce the evaluation burden in teacher without compromising learning objectives, YouTube assignment were proposed. The primary objective was in assigning a topic is for students. To identify an interesting problem and do some preliminary research on it or present the learning's from industrial internship, Students had the option to choose whichever was easy and reasonable to them. To submit a project proposal and annotated bibliography rather than a fully developed report, they ventured to test directly with the intended audience.

Assumptions about the student's primary audience, was vast covering known and potential employers too. So, they defined discipline-specific terms or concepts which match the parameters in mind for the assignment (e.g., length, size, formatting, citation conventions). The assignment description was made clear, articulated on application of conventions, formats they learned in other courses that are not appropriate for detailing and specifying or indicating.

7. Participatory Learning

Wherever possible the student's peer reviewing was encouraged. Cross evaluation and check on plagiarized work identified in the initial stage of preparation. Delivery of organizational workforce was aptly presented with the necessary technical skills (K.Umachandran and Veeraraghavan, 2000; Johnson et al., 2009) common and adjusted towards the identified qualifications and skills. This reflected the student's experience on jobs in their selected field of study where they had gained insights on job and groomed on valuable personal skills. Internships are the first step to helping a student's transition from the learning phase to a job phase on the career path.

8. Latent Requirement

Transition from school to technical is critical element of delivery of already in place to deliver the necessary technical skills. Offered at the collegiate level to some extent, more common and adjusted towards the qualifications and skills. These measures expose the students to jobs in their selected field of study where they can gain insights on job and gain valuable

personal skills. The classroom or the lecture hall is a space that can be easily translated to learning scheme online video, their career outcomes are based on the objective and superior facilitations (NY CEO, 2010), and knowledge, skills and behavior based on short term and long-term goals of organization would be supported within the time, resources and facilitations for goal accomplishments.

9. Inherent Hurdles

Fostering through focused training (Purcell et al., 2009) employees can understand themselves better and in turn achieve better relations within the organization (SRDC, 2013). Normally education system is a balance of work orientations only after 12 years of school education. Industries now hire recruits 16 years of education which is inclusive of vocational or technical. The Industry 4.0 will have the integration of machine and enterprise data sets as a digital thread that runs throughout the facility, connecting embedded machine sensors and data to execute planning systems as well as to functional (HR, Finance and Sales) data for efficient delivery. Assignments prompt students to think more deeply about what they're learning. So, the requirement now is technology, which is essential with all associated studies of business management (Umachandran, 2014) specialization.

10. Potential Sought after Employees

Business internships become identified force which students to read more thoroughly and critically deepens thinking and increases their engagement with course material. To upgrade the intensity of courses, the relationship between the amount of a course and students' level of engagement; whether engagement is measured by time spent on the course, or the intellectual challenge it presents, or students' self-reported level of interest in it, is a part, of individualized learning. When a student becomes really engaged with assignment, they spend more time after class hours, or visit the teacher for clarification even after office hours to share a draft or seek an advice. With these extended opportunities to learn, organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of previous research (Skills valued in higher education), facilitation for knowledge with thinking evolves. Drafting the content flow is a high impact practice for Higher education wherein it develops situation handling skills in students. Change of assignment topics, from batch-to-batch and avoid giving the same thought of action makes it easy for students to reach to some earlier

research (or actual papers) of their peers. To facilitate the objective evaluation of the assignments, the students submitted their assignments into a common platform, thereby all their work was visible to everyone. Therefore, the communication option was identified as the key exhibited skill for eliminating subjective evaluation of learning the course work.

11. Teacher's Knowledge is Limited

The Google products are designed according to its search algorithms and its logic of personalization. Questionable is whether Google is the teacher's preferential venues for effective teaching. The universal surveillance and infrastructural imperialism it has created is the central for its selection as core technologies of YouTube. Once posted on YouTube the participant becomes visible across the platform. The identify and data privacy can be mined by external agencies by planting cookies that mine data about user behavior and consumer preferences. By all means this is the oblique open technological tool available free (Krishnan et al., 2017) also has its own architecture and to host video assignments to prompt students to think more deeply about what they're learning (Richard Hendra, Kathryn Ray, Sandra Vegeris, Debra Hevenstone and Maria Hudson for work, 2011).

Assignments with classroom participation and access to learning are an encounter with unknown and sharpening of known aspects to understand. To create serious learning with entertainment, YouTube is used as a tool for assignment submission. Successful online submission of assignments by students within parameters such as the time frame, calendar plan and execution of an assignment were effectively managed. Students from different countries must overcome challenges before securing the advances (UNDP, 2001) of Industry 4.0. Some have moved to vocational education training (VET) while some others (Sandra et al., 2015) combined VET with STEM (UNESCO, 2017). The growth and reinforcement of Industry 4.0 in the future will have advanced technology driven environments or initiatives, reinforced upon education systems which expose to STEM fundamentals and lead to the future career opportunities seamlessly.

12. Employer's Requirement

Inducting graduates/school pass outs during their study is essential to construct an external batch of potential employees, who can be ready on the pipeline to join and deliver balancing attrition and supporting sudden demands. Boosting these work interns to pursue a

career in the organization has more built-in advantages to use the learning (Andersson et al., 2006) curve and building a reliable or loyal talent base. Organizations use the opportunity to develop employee base for a reasonable term attachment with the organization, either to be used within the existing infrastructures or at newly developed facilities. Introduction of modern manufacturing techniques depends on formal aspects of manufacturing, just-in-time delivery, automation, coordinated support systems, flexible manpower deployment, cultured with work attitudes and behavior as per the demands of the organization.

13. Social Learning

Rationale for modern manufacturing techniques is linking of activities to meet business objectives such as to improve quality and reduce costs. In a highly evolved Organization it is required to differentiate base pay and short-term incentives based on performance instilling Responsibility and bringing about a positive, systemic change in employees for performance impacting the bottom-line (Operational Excellence and Customer delight). Therefore, to evaluate the level of comprehension and application orientation of learning in business management courses, a new technique is being introduced. Management Cases, In-basket exercises, automated computational media delivery tools etc. The Internet changed from "Read only Web" mode to the interactive "Read-Write Web" thereby the content can be created and edited with digital artifacts in the libraries and museums digitized their collections. Social learning (Rebecca Schein, Kumanan Wilson and Jennifer Keelan,2008) with networks as well as virtual learning environments such as Blackboard and Moodle allowed students and educators to mediate web-based artifacts and communication are part of Web2.0. from among the Open Source Learning tools available.

14. Different Learning Experience

Assignments require more depth on the topic, than breadth, therefore students can learn more, and get personally interested in the topic. A sustained and repeated practice, shall ensure students throughout the curriculum. Quizzes, graded Discussions, and online submissions, making learning evaluation interesting, interacting, working, digging into the content so that the students instead of sitting passively all through the lecture session ventures into knowledge quest. Assessment-for-learning-type activities is essential for driving question (Debra Ferdinand-James and Umachandran, 2016) and expect students to dig in then using rubric or checklist to

ensure that they know what you want them to take-away. In case they don't demonstrate the knowledge expected, then stimulate with reinforcements for making them far more engaging than a droll lecture. Giving a topic/word/term and asking students to pose the questions which narrow to an answer right at the beginning of class so that students could determine they flow and intend of the session. Objectives are prime to plan an assignment. Assessment should be in-line with the intended learning objective: Skill-Knowledge-learning. Assignment methodology should be interesting to do. Check feasibility, workload If the learning objectives are clear, then it is easy to cut corners without sacrificing educational quality. Targeted assignment is being addressed with presentations which influences and pitches the message suitably, towards the final Evaluator's expectations to be for an Objective evaluation with consistent parameters in place, should specify the specific on that intended.

15. Ground Work to Ignite

Preparation before embarking on to an assignment evaluation requires some series of activities and numerous in-class exercises about impromptu topics, they'll be unable to get outside assistance or do prior research. Creating assignments that are specific to the course, converging the broad and open-ended assignments to concretely tie back to the course materials, so that students have to consider literature of more focused prompts, archives, kitchenette galley (all raw formats, contents, Pictures, Videos, audios etc.) and finally YouTube galley (final upload into internet) contributes completion of assignment (Duffy, 2008). The user-friendly advantage of YouTube site, for commonality in use, reinforces epistemology structure. Therefore, to create serious learning with entertainment, this classification is made to give room for evaluation over various applications and tools (K. Umachandran and Veeraraghavan, 2000), with sufficient freedom to choose and design the process flow for assignments based on their areas of interest.

16. Real Learning

Creating Effective Assignments through Online content submission and email Communications using and influencing interest in the student to learn and apply learning's into the assignment which is being positioned for a long-lasting existence. This assignment YouTube videos are for critical evaluation in Social networks (Krishnan Umachandran, Debra Sharon Ferdinand, Igor Jurčić, Valentina Della Corte, 2017) created for specific interest groups,

academics, activists and students. Videos can be downloaded (Lo, 2012) or otherwise be captured outside (Kent Council, 2008) the educational Institution many for an ONLINE assignment. The seminal readings about the Management Courses can relate content creation hard work etc., Students remember what they have created, an action for making various choices assignment, focus on the topic, content read, central argument, organize ideas, marshaling evidence, develop and support ideas with specific topics, and connect to include- omit- style and tone to adopt. Assignment improves teacher- student relationship. When student's work on content, it facilitates them to think better; more likely to talk on that subject or content taught Assignments provides the additional support for actual learning duirng the semester with the assignment material needed and broadens the learning with examples from various businesses as models (K. Umachandran and Veeraraghavan, 2003). Further version is a sustained model evolves among themselves, keen on re-figuring to organize the learning thoughts (Debra Ferdinand-James, Krishnan Umachandran, 2017). The of experiment with YouTube pedagogy invoked certain risk-taking venture in the competing group of students.

17. Connecting for Future

During the process of creation of videos they garnered more views and provided critical reflection about the depiction of their assignments, after searching various research journal's and papers which helped them to learn-teach-learn about the technology for this assignment learning. The pertinent dimensions in business management learning and practice is self-disclosure activities, which was initially a hurdle transformed into an enabler when facilitated on them to concentrate over the emotional understanding of oneself, using auto biographical task sheet, self-assessment forms, and intuition forms. Further to discover more of oneself along with strengths and weaknesses through a detailed objective assessment of the results of the self-disclosure activities and getting feedback from other's opinion which has been unknown to themselves, rises the awareness of self and removes the irrational fears and thoughts that were hitherto subconscious. Hard work and passion for work will help employees to progress in their career, further to enhancements of skills and knowledge to move forward. Academic or professional qualification is a great route through some extra work towards in career development. The problem of instructing the students to take assignment subbion as online was a problem in itself. Student's contents ones subjective could print and pose many problems as an instructional tool,

hence faculty needs time resources which can be spent liberally (Yun-Jo et al., 2009; Hartshorne et al., 2009).

18. Conclusion

YouTube offers benefits in many ways to combine media theory with media practice and to link criticism to production in the twenty-first-century classroom. To make these efforts successful, students need to know the risks of composing academic work for YouTube, and to disclose the costs of in the potential of the Social Web and also to reach out to others trying out this technology in their courses. As a Future scope and conclusion, the students experience real life difficulties which are solved by themselves after exploring an identity for themselves in an online environment, where their work stands to be seen by many and positioned as milestone achievement in academic performance. The future of people management will have more contract based employees ready to start their work from day one in organization (Krishnan, 2014), then it is easy for those employers to minimize their liability, time and cost for enhancing the scope extended to groom the employees such as through Training & Development, non-statutory welfare schemes and motivational incentives to learn these additional communicating tools for business excellence.

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