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VIDEO TUTORIAL MAKING AS A BUSINESS

Video Tutorials through the Lens of

Photography

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ABSTRACT

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As the Internet and online media have become reachable for the vast majority of the developing and developed countries, students have begun to use online teaching methods and online tutorials.

The purpose of this study is to gain a certain level of insight into the basics of teaching, online teaching and tutorials to recognise how they supplement each other. The study also examines the monetary aspects of tutorials and online teaching and how their maintenance can become sustainable. To put tutorials in a context, the field of photography is chosen to simulate what threats and obstacles might occur when creating tutorials.

After researching books, online databases, e-books, studies, and articles, a series of interviews was made to gather information on the tutorial end users' point of view. Among the interviewees, there was a teacher go also made clear statements on how tutorials influence the teaching methods and how they can be applied.

It was found that tutorials are more complex than just creating a video and posting it online. Elements of online teaching have to be applied while considering a careful planning and execution procedure in order to gain success, followers and - eventually - financial benefits. There are different models to be implemented and - especially in the field of photography - costs have to be taken in consideration efficiently. The vast majority of the interview subjects stated that they use online tutorials daily simply for their fast reachability, simple language and visual guidance. Although purchasing online materials is not amongst their preferences, they claim that online tutorials might - in many cases - teach more effectively than teachers. From the teacher's interview it was found that teachers tend to use and create their own tutorials as additional materials to their teaching plan.

The findings indicate that online teaching and tutorials are considered a usable source of information and are highly effective while learning a desired profession. Also tutorial makers have to consider analysing the development methods of online teaching in order to not only produce, but also benefit from the invested time and manpower.

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Key words: online teaching, tutorial, online business models, photography tutorial.

CONTENTS

INTRODUCTION

How do we learn in the 21st century? How do we study subjects that we are interested in? Do we need to go to school and take classes if we feel the desire to study a subject?

"The World Wide Web has become one of our primary means of information and communication, a space for expressing both private and professional interests, and at the same time a huge marketplace and economic factor. Today, it is a key platform for news and entertainment, e-commerce, research, communication and collaboration. The importance of the usability of the related user interfaces can hardly be overestimated." (Harald Weinreich, Hartmut Obendorf, Eelco Herder, and Matthias Mayer. 2008)

Studying methods have gone through a major change throughout the recent decades. While most of the world has stuck with obsolete teaching techniques and traditional school institutions, there is a growing need for the people of the modern society to be able to easily acquire the knowledge they claim to succeed on different fields. There is however necessity of traditional schools: there are professions that cannot be learnt without the existence of them. Others - such as the field of photography - are not so strict. Humanity lives in a constantly changing world where information and being up to date is crucial. For that we face the trouble of quick adaptation to either new knowledge or a whole new profession if that is the case.

One path for students are traditional schools. These institutions must realise how needs have changed during modern times and apply the old and new methods in a whole new level. Although professions such as medicine, law biology, chemistry etc cannot and should not be lectured otherwise and in some professions it is crucial to have a constant

relationship between the lecturer and the student, application of new learning strategies is essential to keep themselves relevant .

Another path is enrolling to online courses, conferences. Online courses and studies give students a certain freedom, blurring the problems caused by distance, lack of currency but it is however time restricted and for that case not as convenient.

As Internet reachability has expanded, a new form of "online study" has appeared and gained attention. Instant access to communication channels through the Internet and the need of fast information created the perfect soil for quick growth of online teaching and online studying possibilities - such as MOOCs (Lewis, Michael. 2016). The number of tutorials has risen exponentially during the last decade, giving accessible learning materials for all sorts of topics.

Starting the research with an overall view on the basics of education and how the system of online teaching is structured I also examined its framework and how they affect students and their success of learning life.

I investigated how online tutorials work and what methods can be used to create usable and efficient educational online materials and how these efforts can be monetised. By comparing online teaching to tutorial making I made conclusions on the advantages and disadvantages of learning tutorials and I have explored how either one can be implemented in active studying.

 As a photographer I have taken the point of view of the field of photography. I asked the question how can the educational substances be improved so that they not only teach but entertain.

1. ONLINE TEACHING

1.1. Some basics of teaching

"Pedagogy is the art or science of the teaching profession. Education is the process that formulates an influence upon the mind, character or physical ability of a person" (www.gynzy.com. Hein Wittgen. 2014). Education is built to last and give knowledge and skills that individuals can benefit from throughout their lives. It is also the process of socialisation that sends the values from generations to generations.

The skills, knowledge and social aspects that students learn from education determine their success in life and has an impact on their developing personalities.

"Education is an intentional act of encouraging learning activities through discovery and acquired knowledge" (Hein Wittgen. 2014). Teacher's responsibility is not mainly the information they provide but the implementation of future skill-sets, learning and observation techniques and methods that help the future generations to prevail. To guide a process that does not end with graduation but is an ongoing social process for a lifetime. Developing technology and the new age of information development has restructured the methods of teaching. Meanwhile the student's motivation system has also gone through changes. The last decade changed how individuals are being motivated about study, learning goals and success. The old habit of picking a profession for a lifetime - working on one field and even at one company until retirement, success at work and family while maintaining a safe environment - has radically changed by the technology progression and the effects of globalisation where the boundaries are decreasing. New professions rise while old ones transform. Personal needs and motivations also alter as the definition of success differs in the modern times. Actual personal relations decrease by the quickly spreading social media which transforms emotional needs leading to the change how individuals are motivated. The destination of goals affect reactions and how we perceive success. (Järvenoja, Hanna. 2009).

Learning methods are in constant change, yet the ideology stays the same. The learning styles are the ways how individuals learn best to their abilities. Although previous learning events have their own effects, learning styles have no relations to the student's intelligence or learning capabilities. They are personal habits how the individuals best learn new information. Teachers might not be able to help students how to study a subject but their responsibility is to teach the different learning styles so students can acquire the method that best fit their needs (Otala, L. 1999).

By meeting the learning techniques students can pick the optimal environment and studying channels that provides the best support. Students are divided by the following study methods:

- Visual learner (studies by watching)
- Auditive learner (studies by reading)
- Kinesthetic learner (learns through movement and action)
- Tactile learner (studies by experience)

Before even starting to study, students need to find the methods suited for their abilities and it is the most important step for successful learning (Erilaisten oppijoiden liitto).

What is common in traditional and online schools is the application of problem based learning. With PBL, a teacher presents the students with a problem, not lectures or assignments or exercises. Since students are not handed any content, learning becomes active in the sense that they discover and work with content that they determine to be necessary to solve the problem. The teacher acts as facilitator and mentor, rather than a source of solutions. The method provides opportunities to:

- examine and try out what students know
- discover what they need to learn
- develop skills for achieving higher performance in teams
- improve your communications skills
- practice skills needed after education
     (Study Guides and Strategies Website)

Traditional teaching has an advantage of using the technique of students teaching each other. "…the person in charge of education is being formed or re-formed as he/she

teaches, and the person who is being taught forms him/herself in the process. In this sense teaching is not about transferring knowledge or contents. Nor is it an act whereby a creator-subject gives shape, style, or soul to an indecisive and complacent body. There is, in fact, no teaching without learning." (Freire. 1998. Pedagogy of Freedom)

Students explore the subject in-depth and while presenting to the fellow students the knowledge settles in a much deeper level. Teaching consists of not only presentation but also creation of materials. Making tutorials and online education data with the supervision of the teacher benefits the student community along with the teachers - as they gain access to useful teaching materials that they can share and learn from.

1.2. Teaching online

Online teaching - as an instructional methodology - has roots back to the mid 90's, however the fast spread of the use of it's methods has recently became a worldwide phenomenon. Internet connects not only students and teachers almost without any lag, but also provides channels for quick information change and the reachability of study materials. The infrastructure in some cases is still under construction and the methods are being researched. Just because it is online it doesn't mean that it needs less preparations, planning, and work then teaching in a classroom. Clear guidance has the most impact on the success as by the lack of guidelines will make students confused and disorganised and ruining the learning process (Palloff & Pratt. 2001. 28). The student expectations are however changed by the influence of the internet and how distances have faded and communication methods altered by our devices. The need for feedback rather increased such as the extended attention and additional resources that has to be available for the students. Not being in a classroom still means increased communication between the lecturer and the student while treating students unique (White, K. 2000. 11). "A phone call may prove more timely and effective" (Bischoff, 2000. 70)

In ideal cases - where the teaching is well organised, structured - online learning gives students freedom for high level of customisation, creation and collaboration with others. It empowers them by giving access to any resources at any time so they can manage their rhythm and study methods at their own convenience while not restricting by a cer-

tain learning style. Providing intellectual stimulation, salient questions, ethical options, and resources for further inquiry keeps the students engaged (Freidhoff, J. R. 2008). Humour in the online class reduces stress and prevents students from dropping off the class. (Hiss, A. 2000. Pg. 28) Students also become a part of a small social community that not only involves teachers but foreign lecturers and materials that can be observed at any time. This not only expands the resources but improves social skills while they become responsible for their own studies by creating their own learning experience.

Opposite to traditional teaching theories online education puts the students in the centre instead of the teacher. This way students can personalise their studies more effectively. The responsibility of transferring the knowledge from tutor to the student fades as the classes are not anymore restricted to making notes of what the teacher lectured about and demanding that particular material to be studied. Online teaching opens up possibilities to explore the subject from different angles, point of views while placing the teacher more as a guide than a conception. (Casey & Evans. 2011)

1.3. Structure of online teaching

1.3.1. Learning environment development

A certain contract of course syllabus sets the ground foundation of the online course. The syllabus states the purpose of the course, the methods and requirements and expectations. It has to be clear from day 1 what the goals are and what the course offers so the students can identify whether the methods are suitable for them.The baselines must be drawn way before the course starts. The syllabus defines:

- contact methods (clear statement of contact informations, methods and "office hours")
- course objectives (well-defined objectives for students)
- course schedule (all dates included, assignment informations and schedules)
- orientation aid (hints for time management and study practice)

- communication practices (guidelines for class behaviour, posting to discussion boards, email protocols and file share)
- technology policies (equipment use, storing work on devices)
- grading policies (defined for each assignment)
- attendance requirements (clear information about attendance)
- late work policies
- contact informations
- person responsible

(Shelton&Saltsman. 2014)

Teachers must provide a platform that serves the needs of the lecturers as well as the students. A welcome message that helps the students get started with a brief orientation about terminology and tools system. Information also has to be provided about email setup, system logins in case there is any internal network, contact information, IT services, schedules (Hanover Research Council, Best Practices in Online Teaching Strategies, 2009). All guidelines and resources have to be given in a clearest way possible with FAQ and forum for discussions concerning the community, such as registration, fees and tuition, materials, financial aids (McCormack, C., & Jones, D. 1998).

1.3.2. Course management

Online classes differ from traditional classrooms. They might lack the face-to-face verbal communication. This affects the motivation since the instructors are not physically participating in the learning process which might put the student into a passive role. Teachers give a certain dynamic to the course and its constant changes triggers the students and increases the learning effectiveness. The lack of teacher visibility might lead to the student questioning the lecturers competence and attitudes. Establishment of public and private communication channels are crucial. Regular assignments, assignment calendar management and feedback, regular website updates, postings, mass and personal email exchanges are likely to increase the student's interest and interactions. (Edwards, M., Perry, B., Janzen, K., & Menzies, C. 2012)

Organising is crucial as well. As students tend to take online courses for more flexibility they are expecting to have clear and organised schedule to adjust to. This is one basic task of the syllabus but also the teacher's responsibility to meet and organise the requirements. Sticking to the carefully developed syllabus enhances the results of lecturer-student relationship and the reach of learning goals (Antunes, Juliana. 2010).

As online teaching provides a direct communication channel between the student and the teacher it is inevitable to have an indubitable intimacy amongst the partners. Email and other private lines break down the distance and for that reason the teacher must find the fine line to a professional yet confidential relationship. Direct channels, forum discussions, personal involvement are beneficial for all participants.

Regular assignment completions keep both parties sharp. It ensures that students are involved in the learning process while researching tasks given by the teacher. In the other hand the lecturer makes proper analysis of the student and its development while also having a view what has to be focused on and what needs more improvement. Small and frequent assignments reduce the anxiety of tests, online face-to-face meetings and exams help maintaining relationships and providing information for both participants. Feedback from the students are also crucial to know what fields need more focus and improvement. The more advanced the course is the more both parts benefit.
In conclusion lecturers must provide a welcoming platform and atmosphere for the students and perform as a role-model.

Time management of the instructors is also essential for a successful cooperation as in online teaching the availability differs. In order for teachers not to be overwhelmed by the list of tasks and online communication, limitations have to be set up. Prioritising of messages, not always being available and limited discussion time helps time management and focusing. Pre-made FAQ, tutoring teacher's involvement and student counsellor are highly suggested for effectiveness. (John R. Savery. ―Be VOCAL: Characteristics of Success Online Instructors.‖ Journal of Interactive Online Learning. 4:2, Fall 2005. Pg. 142-149.)

1.3.3. Framework for online teaching techniques

In online teaching lecturers must provide guidance and advice while replying on the student's requests. The online methods are no different from traditional school based teaching techniques, teachers help students to solve problems, discuss projects, encourage them to reach their goals while building and providing a social community. To do so, online teaching needs a framework of technologies and services along with the teacher's support.

Four methods provide aid for building a structure of proper techniques:

One-alone

Online resource processing (online databases, applications), the part of studies where students need no interaction with lecturers or classmates.

One-to one

One-to-one relationship (most often apprenticeships, learning contracts), individualised teaching and learning. Generally communication consists of written text.

One-to-many

One or more individual (interacting) experts, typically conducted via bulletin boards or distribution lists for email, class lectures.

Many-to-many

All participants have the opportunity to take part in the interaction organised by conferencing systems, bulletin board or email lists, project groups. (Antunes, Juliana. Online Teaching Techniques. 2010)

FRAMEWORK FOR ONLINE TEACHING TECHNIQUES

Methods:	one-alone	one-to-one	one-to-many	many-to-many
Techniques:	Online databases Online journals Online applications Software libraries Online interest groups Interviews	Learning contracts Apprentice ships Internships Correspondence studies	Lectures Symposiums Skits	Debates Simulations or games Role Plays Case studies Discussion groups Transcript based assignments Brainstorming Delphi Techniques Nominal group techniques Forums Project groups
Devices:	online resources	e-mail	bulletin board	computer conferencing

PICTURE 1. Antunes, Juliana. Online Teaching Techniques. 2010

2. TUTORIALS

Online teaching is interactive, provides essential resource materials and the possibility for constant feedback. How do tutorials differ from online teaching?

A tutorial is something that provides special, often individual instructions, a follow up study of lectures that is a highly individualised teaching method. Most often tutorials are created and dedicated audio/visual resource materials that either supports an online teaching course or stands on its own. As such it has to be relevant and information-wise accurate. Tutorials either created by hobbyists or professionals can take different forms but the main purpose is to provide a followable, easily consumable and step-by step material that helps the student understand and practice the researched matter.

Although tutorials share similarities to traditional textbooks - such as step-by-step followup - it is most often the personal touch that distinguish them. A source of human presence and a certain level of interaction that truly sets them apart.

Tutorials do not and will not replace the studying experience of the school or courses - whether face-to-face or online - but they provide great assistance to reach the student's learning goals. Teachers provide guidance and help in orientation while motivating the freshmen. They lay down the foundation and with clear instructions they designate the path. Tutorials are applied as part of the studies, they are not viable as stand-alone materials. With proper use they add great value but the knowledge of how to use them requires a basic understanding of the studied subject. Starting up by watching randomly chosen tutorials is confusing and the learning process remains inefficient and time consuming.

Guided studying also benefits from the filtered use of tutorials. As the number of online video tutorials increase daily, without a basic set of skills these materials might prove to be tough to distinguish. Learning a profession is based on acquiring the right information and working on skills that are essential to become an expert on the chosen field (en.wikipedia.org/wiki/Expert). Dis- and misinformation - whether the provided infor-

mation is manipulated intentionally or unintentionally - harm the studies and without control students do not often notice that they are being deceived.

Online and school education help to develop the sets of skills and they also paint a bigger picture on the profession. Facing problems, working with clients, searching jobs or attracting customers are not technical skills that can be learnt. Although tutorials can be found all over the web giving advises on these subjects, schools and courses mentor students how to actually practice in real life situations. This is an advantage that face-to-face teaching has over online teaching - whether online courses or tutorials - since practicing develops and perfects communication and professional expertness.

2.1.1. Types of tutorials

Tutorials are written or audiovisual teaching materials created by professional or semi-professional individuals eager to teach. Most often students can be tutorial makers as they have the insight on what is needed and what is missing from a certain field they are interested in. In some cases they can be more respected and preferred over professionals for the quality and traceability of their materials.

Tutorials can be categorised into the following:

- step-by-step tutorials (material that provides clear guidelines step after step)
- full-material tutorials (material created on a certain subject from step1 to professional level)
- informal tutorials (material created for students with advanced knowledge, as for not as detailed)
- teaser tutorials (material created to advertise the creator's paid content)

Informal tutorials most often won't mention settings or detailed steps, they focus on the outcome and the path leading there. They introduce problems or research questions and show a quick process without going into details as these materials are mostly created for people already having some level of experience.

2.1.2. Tutorial structuring

Numerous teaching aspects are involved in making tutorials. The most important are the following:

Planning

Since tutorials have their own learning goals they must be communicated right from the beginning, no matter if it is only a couple of minutes educational video or hours long project. In online teaching right from the beginning all guidelines and rules must be defined and said out loud so the student can decide right in the beginning whether they sign up for the course or not. The creator must clarify:

- What is the tutorial created for?
- What is it that can be added to the subject that has not already been added?
- What makes the creator's added information special?
- Who are the target group?
- What distribution channels are the tutorials available at?

From day one a study plan must be defined. In case of divided sessions the subject has to be divided equally and in each session limited. This makes is easy to follow and not confusing. In case the tutorial needs additional footages, materials, tools and equipments they must be ready in time. If there is too much time gap between sessions because of production reasons students and audience will likely to abandon it an move on to another.

Target group

Defining the target group is an essential part of the planning. Researching the potential users and students helps choosing the proper communication channels, the used language and the structure of the course.

There are multiple ways to determine target groups such as:

- Demographic information: statistical aspects consumers such as gender, ethnicity, income, qualification, etc (Sharma. 2015)

- Psychographic information: use of sociological, psychological and anthropological factors to determine how different groups make decisions (Weinstein. 2014)

- Behavioural information: the process of purchase decisions, what influences the purchase decisions (Cheng et al. 2015)

- Geographic information: how the location of the customer influences the purchase decisions (Kahie. 1986)

As demographic information influences the students by their age, income and marital status, considering the psychological information to gain deeper insight to the target group needs is essential. Students behaviour changes constantly and their needs changes along. However, online teaching and tutorials are not heavily affected by demography as the location concerns are internet coverage or time-lag.

Tutorials are meant to be universal, accessible, easy to follow and supported by trackable visuality. For many tutorial creators - who are only placing their videos online - target group definition is not a number one priority. Their material only serves to answer a certain question or give guidance on a subject. The popularity of the material might determine the production of future materials.

Online teaching has less room for randomness as they are carefully planned long term courses with higher chance of failure. The main steps of target group definition are:

- In case of lacking data - assumptions: determination of the customer's parameters (age, sex, demographic data)

- Interviewing: researching the customers to receive background data (motivations, studies, problems that they are facing and how they look for solutions)

- Target audience observation: learning the background while observing the customers in their native environment for further needs, challenges and necessary changes

- Regular surveys: choosing a smaller group from the target audience for surveys (targeted questions on the required information)

- Testing the assumptions: the collected information and the conclusion required in real world testing

(http://info.shiftelearning.com/blog/research-your-elearning-course-target-audience; http://conversionxl.com/how-to-identify-your-online-target-audience-and-sell-more/)

Communication

It might be difficult to maintain a communication system similar to online teaching as tutorials might just exist for one certain purpose. However if the tutorial is part of a bigger project - or the big project itself is the tutorial - and students pay for its download or materials a channel must be provided for feedback, remarks or FAQ. No matter what communication channel is set, it has to be two-ways, has to be organised and nourished. The most common way of communication can be the use of social media. Youtubers and video bloggers most often provide a link to a social media channel where questions and suggestions can be addressed to them. In professional websites forums and Q&A (questions&answers) pages are provided and most times also social media reachability is integrated.

Delivery

Quality and good communication means everything. Since there is a wide range of tutorials already out on the market it is crucial to provide something that stands out. Most often quality does. Attention span is too low for a wrong start. If the introduction is lacking the quality and information the students - after a quick look - might choose Wikipedia or some other online quick-info sites over the tutorial. People by nature aim for easy findings and Wikipedia offer just that. The problem is that - even though Wikipedia is designed to be accurate - it is a free online resource with chances of misleading information. Tutorials offer also relatively quick information but instead of giving definitions or some overall descriptions on a subject they provide easy-to-follow instructions.

Taking a look at any Youtube tutorial videos the number of viewers, up-and downvotes can be a good indicator already. Long introductions and irrelevant small talks determine the quality and the viewers attitude from the first second.

2.1.3. Aspects of tutorials

Organisation and Content

Organisation has a huge impact on online teaching and tutorials. Students need the clear project orientation information right from the beginning and planning ahead is visible in every smallest details. The way the lecture is prepared, the surroundings, the chosen lights, the setup and the materials, they all build up the overall image. Consistency and great planning make a huge impact on the big picture.

PICTURE 2. Organised setup by Zach Arias - OneLight Workshop. 2014.

Presentation

Great knowledge does not automatically result in great presentation skills. Most times teachers and presenters are also entertainers. Maintaining attention of the viewers is more difficult in modern ages then any time before. Since the market is already saturated with tutorial makers and online teachers it is most crucial to sustain the audience as they will and can look for other options. An average individual builds attention within 5 seconds and the attention span - the amount of concentrated time one can spend on a task without becoming distracted - is an average of 8,25 seconds (statisticbrain.com. 2015). Fast information flow and available devices with fast internet connection spoil

the audience and shortens the attention span. For that reason being or finding the right presenter for the task might be the key to success.

Language

People like to hear and read the needed information in an understandable, plain language. No matter if the topic is medicine or photography, the viewer wants a message that is clear and easy to remember. Using too much technical terms and instructions does not result in a better tutorial. All audiences should be treated as what they really are: ordinary people in need of information and lecture. A teacher must be humble and it has to reflect on the language. There is a fine line between showing professionalism and too much egoism. Language chosen negligently might put the teacher in the position where the audience turns their back and searches on for a more moderate lecturer.

2.2. "Good" tutorial analysis

By analysing a tutorial that is declared to be good and useful helps to place the subject in context. For the analysis Zach Arias's two part White Seamless tutorial has been chosen. Zach Arias is an Atlanta based photographer working mainly on commercial, editorial and corporate assignments (http://beam.zackarias.com/about). He also takes part in creating online and downloadable tutorials and classes, free and paid materials while teaching at online courses, workshops.

The two parts of the White Seamless free Youtube tutorial are available at:
• https://www.youtube.com/watch?v=Y2415wV8mE4
• https://www.youtube.com/watch?v=nZwc-QBkOfg

PICTURE 3. Zach Arias: White Seamless Youtube tutorial, part 1

2.2.1. Organisation and Content

Using his own studio Zach has the advantage of taking time and spending extra caution to the details. The structure is built in a way so that the viewer can follow along from setting up the studio through the actual shooting to post processing the images. All segments are well detailed and easy to follow, however it requires a certain knowledge in photography.

The studio setup is simple, it is not overloaded with unnecessary items. Every single tool is explained and the viewer has also an inside look on the cardboard purchase. After each taken image he is portraying the image and lectures why it is correct or needs to be fixed.

In the two parts he explains with careful detailing the following topics:
• describing in the beginning what the tutorial is going to offer
• in depth description of the studio setup including lights, modifiers, backgrounds, assistants and the model placement
• different use of lights and modifiers to create certain moods and why it matters

- explanation on how each light affects the set by turning them on and off

- light, proper exposure and contrast

- the importance of separating the subject from the background

- theory on inverse square law and how it can be used and affected to create mood

- distance and light relation

- limitations on setup by going in extremes with exposure

- finding the right exposure by showing what the under- and overexposed image means

- importance of not losing details on the subject

- blown-out background, chromatic aberration, bleeding-in subject with examples

- alternative setups with different light sources, modifiers, tools such as bounce cards

- basic techniques in post production without losing focus on the original subject

- tips on how not to waste megapixels

PICTURE 4. Zach Arias: White Seamless Youtube tutorial, part 1: Bleeding in VS correct exposure

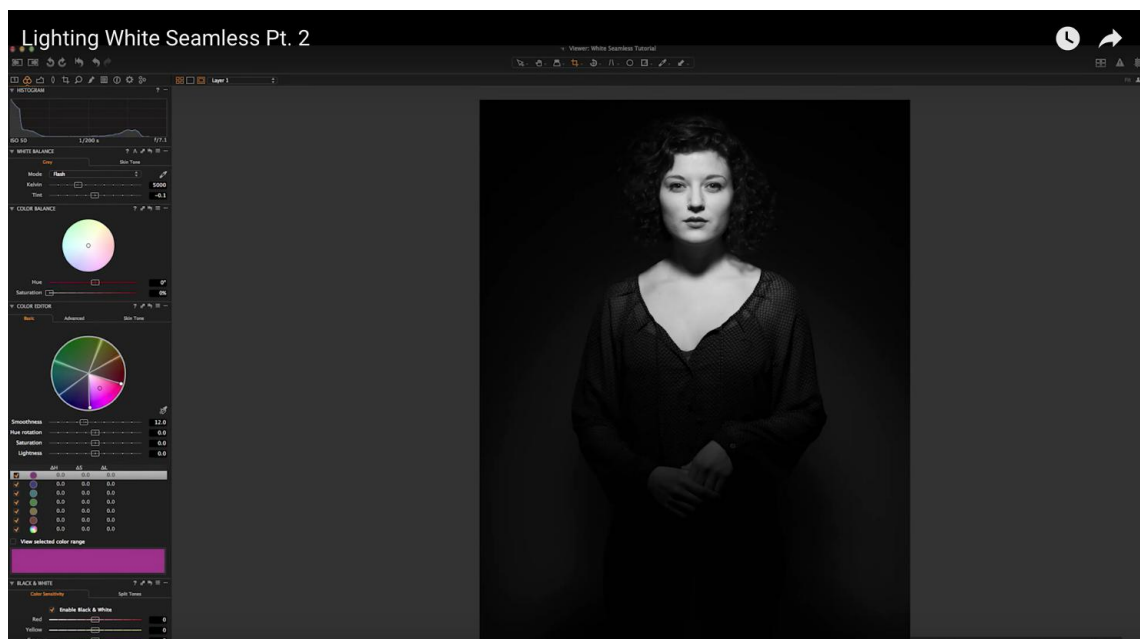PICTURE 5. Zach Arias: White Seamless Youtube tutorial, part 1: Underexposed image

PICTURE 6. Zach Arias: White Seamless Youtube tutorial, part 1: Overexposed image
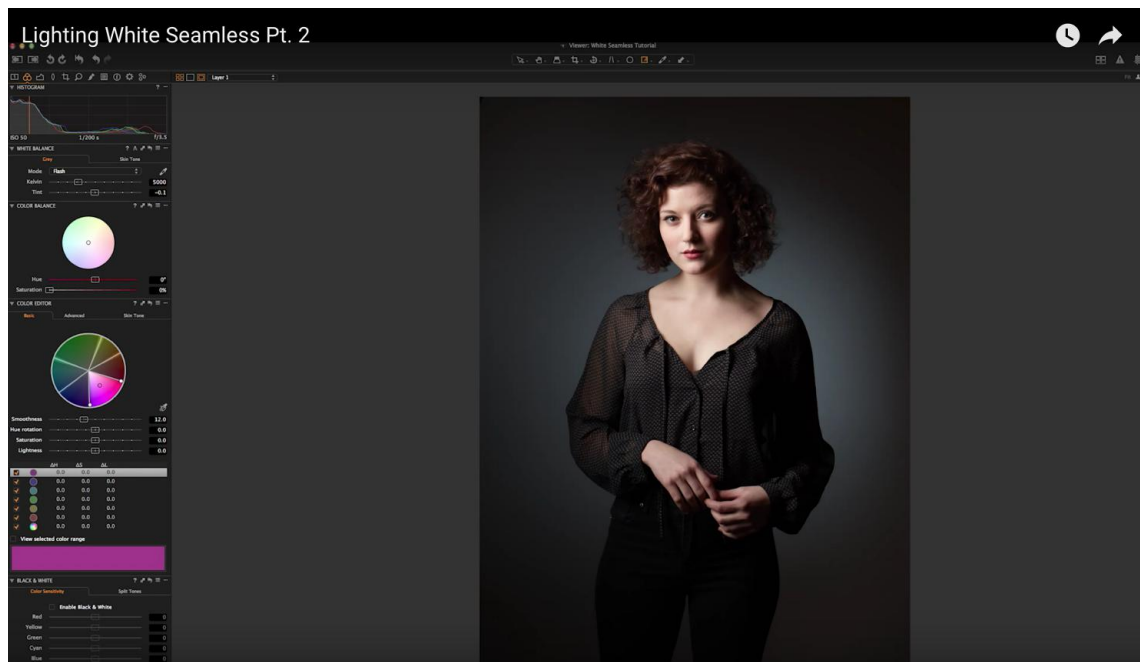
PICTURE 7. Zach Arias: White Seamless Youtube tutorial, part 2: Different setup 1

PICTURE 8. Zach Arias: White Seamless Youtube tutorial, part 2: Different setup 2

2.2.2. Presentation

The tutorial has been filmed in black and white to set a pleasing and more unique feel. With this choice Zach keeps the viewers interested without having negative effect on understanding or visualising the results. The studio is neat and tidy without unwanted

distractions, the student can follow along without being dropped off by messy images, unorganised setups.

PICTURE 9. Zach Arias: White Seamless Youtube tutorial, part 1: Scene kept simple and organised

Zach Arias also uses time lapse images with moderation to keep the visuals interesting. This prevents to develop boredom and lose track. Including bloopers in the tutorial creates a more personal relationship between Zach and the spectator and sets the mood to a more human feel. It shows how professionals still have issues to deal with and they are too far from perfection.

2.2.3 Language

Being not only a professional photographer but also an experienced teacher Zach Arias has an ornate, yet simple speech that most can follow without any issues. The theory is well explained without using too much technical terms, all relations are organised and detailed with a rather playful speaking style. The creator is serious about the content without taking the speech way too serious. By this technique Zach entertains while teaching and builds a closer relation with the student. The viewer is being embed into the feeling that even the creators had fun while making the tutorial - this also gives a

human touch. Listening to Zach brings photography closer making the viewers want to try out the techniques he presents.

2.3. "Bad" tutorial analysis

As an example for a bad tutorial Joseph Reynold's Learn Trick Photography - Trick Photography Light painting Youtube video has been chosen.

The video is available at the following link:

https://www.youtube.com/watch?v=9r3fUXdF0nY

PICTURE 10. Learn Trick Photography cover image. Joseph Reynold. 2014.

2.3.1. Organisation and content

Reynold's tutorial is not considered as bad because of the content or the organisation of the subject materials. His points are understandable and easy to follow, the substance is straight forward and the whole topic is well described.

In his video he explains in-depth the following topics:
• what long exposure photograph is
• technical background how long exposure is achieved by in camera
• what light painting photograph means
• tools to achieve the desired effect
• usage of lights, modifiers and the setup in order to achieve the planned image
• actual photo shooting explained

- camera settings and how they affect the outcome of the image

What the video lacks to show:

- how to create the image seen as the cover of the Youtube video

- what tools are used to create that photograph

- tips on what other amazing setups can be done with light painting

2.3.2. Presentation

This is the part where the video fails to keep the viewer engaged and interested, and why it is considered a "bad". From the beginning he - as the presenter - is clearly out of focus. It not only distracts the viewer but literally hurts the eyes and makes it difficult to follow along. The used main light source is clearly a lamp found in any homes and it produces unpleasant light.

PICTURE 11. Learn Trick Photography - setup. Joseph Reynold. 2014.

The setup is also poor. The background is plain black and no additional light separates the subject - in our case the presenter - taking away the viewer's focus to the stationary apple in the background. The angle of the view and the frame is off, too crowded and

some cases it changes, so distracting elements in the background - the wall and sockets - become visible.

He implements some random text throughout the video but mostly thoughts he forgot to cover. It does not look professional and also throws the viewer off. The layout of the text and the font are distracting, he probably should have narrated over some example light painted images he made.
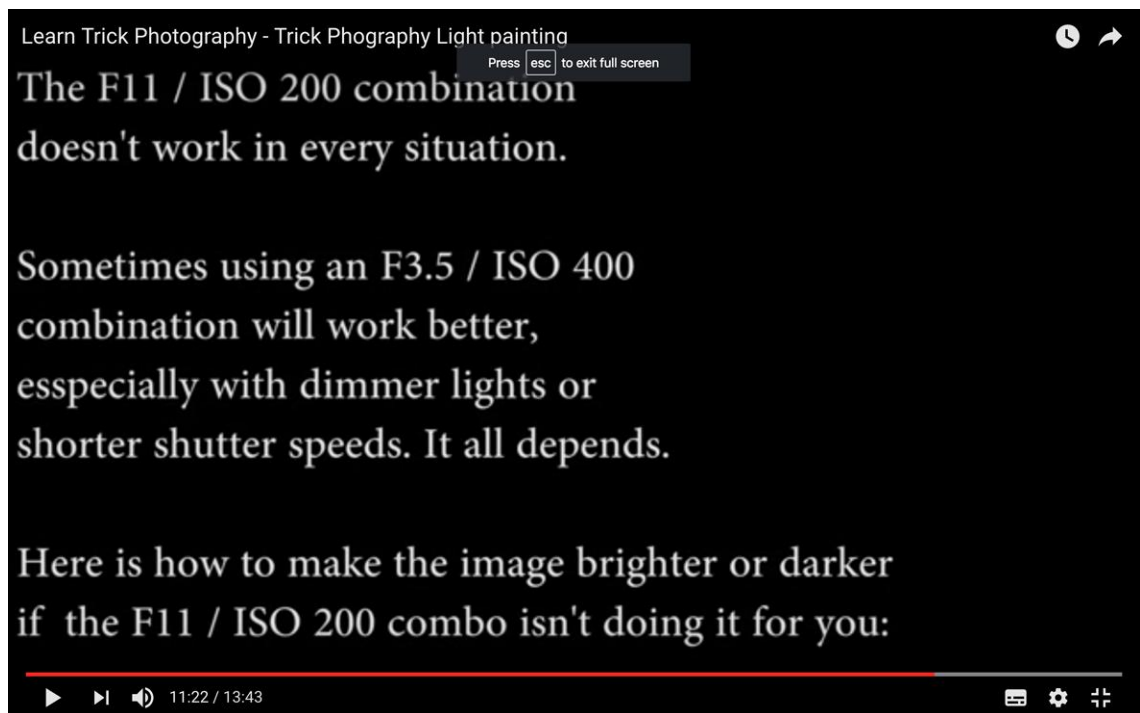
PICTURE 12. Learn Trick Photography - text scene. Joseph Reynold. 2014.

Not presenting any explanation on how the cover image of the video was made is misleading, the viewer ends up watching the video disappointed not knowing how that was made.

2.3.3. Language

Reynold's tone and rhythm of speaking is pleasant. He has his thoughts organised and he does not get confused while talking. He does not mumble, the speech is fluid. It is also clear that he is not a teacher, rather a enthusiastic amateur who would like to share his knowledge with the photographers who are interested in light painting. However the

fact that he is an amateur is not distracting. The problems are in the presentation analysed above.

3. MONETISATION

While creating tutorials and online courses might be fun as a startup project, reaching and maintaining a hight-level quality - after a certain point - cannot be done without monetising all the input and effort. Creating online materials, establishing online courses are time and money consuming. The more professional the course aims to be the more has to be invested. Whether it is traveling costs, the gear, invitation of guest teachers, online system preparations, IT costs, maintenance or the creators own invested time, the goals have to also be clearly defined monetary-wise right at the planning stage.

3.1. Free courses/tutorials

Free courses and tutorials are usually created on low budget. Their purpose are simply educational and since the preparation and executional costs are close to zero they can be found mostly on free video or file sharing websites. Generally these tutorials and courses are short, straight-to-the-point educational materials and the low budget most often is visible on the quality. Nonetheless they have still great value for some that is eager to learn and has no budget on attending to online courses or pay for expensive tutorials. There is a downside though of lower quality since they are not as easy to be found as the view rates are often low.

Creating free courses is a good test field for teachers or professionals. The success is measurable on the view counter and by the feedbacks of the comment section. The more popular a video (and component) the more likely a sequel follows. According to the views and ratings the video/file sharing sites provide salary and the increase of popularity has its benefits on income.

Good feedback rates and demands for more most likely lead to invest time on creating other materials and eventually a significantly bigger budget project.

Another method is joining an online course provider suppliers such as Lynda.com or Udemy. Uploading material is free, but for a commission fee, a certain level of income can be expected - discussed in depth later in this thesis.

Universities often provide free online courses where students can participate and sign up for. Not only short term courses are provided, but schools also organise MOOCs (Massive Open Online Course). These courses are long term and cover whole subjects in depth. Universities might use their own platforms or they can offer courses through Udemy, edX, Udacity, Coursera, etc.

3.2. Paid courses/tutorials

From the very beginning paid courses are aiming for income in return of the invested time/manpower/money. Whether the path begun from becoming popular for free Youtube/Vimeo/etc tutorials and course materials or the production has been planned from the beginning the end goal is the same. Creating something that is relevant, useful and the audience is willing to pay to learn from its materials. The investment has to at least break even and at best case scenario bring profit - as much as possible.

3.2.1. Using course services

As mentioned above, services such as Udemy and Lynda.com provide a platform for selling course materials and tutorials.

The advantage of using such providers is that the material is placed on a well established marketplace that already has millions of users with specified search feed. With a weekly/monthly newsletter as a new material arrives to the marketplace the subscribers applied for the similar interest will get a notification. The purchasing audience has the option to review and give instant feedback, which helps the improvement for further sequels while raising reclame. The growth of popularity has exponential effect on income.

Downside of these websites is the handling charges from the suppliers' behalf. Instruct-ors receive revenue share which depends on traffic. The more the download the better the revenue share.

At Lynda.com as a partner, course creators earn money for every new membership that they refer to lynda.com: 40% for a monthly membership, 10% for an annual member-ship, and 10% for all gift subscriptions. They also add value to their own site by intro-ducing a training resource relevant to the creator's visitors' interests. The monthly membership fee is $25. With this membership fee the audience can watch as many videos as they like. This is a Standard membership and they have access to all of the transcripts, certificates, playlists and more. With a Premium membership at a monthly cost of $37.50 visitors additionally have access to practice files where they can follow along with the instructor during the course. (lynda.com. 2016.)

At Udemy the courses most often range from $10 to $200. Some courses are offered for free and then others are a higher price than mentioned. Udemy also offers discounts and coupons, so the original price can drop at times (udemy.com).
The instructor's revenue share is based on the following revenue share scenarios:

Scenario	Description	Revenue Share
Organic Course Sales	A student finds your course in Udemy's marketplace and makes a purchase without using an Instructor Coupon code	• 50% Instructor • 50% Udemy
Instructor Coupon Code Sales	A student purchases your course using an Instructor Coupon code, either from promotions to your own audience (e.g., your email list or YouTube subscribers) or to your Udemy students via Promotional Announcements.	• 97% Instructor • 0% Udemy
Affiliate Sales (< 7 day window)	A student purchases your course within 7 days of clicking an affiliate link with or without using an Instructor Coupon code.	• 40% Affiliate • 10% Affilate LinkShare Manager • 25% Instructor • 25% Udemy
Affiliate Sales (> 7 day window)	A student acquired by an Affiliate purchases your course outside the 7 day window without using an Instructor Coupon code.	• 0% Affiliate • 50% Instructor • 50% Udemy
Ad Program Sales w/ Instructor Coupon	A student acquired by Udemy via paid ad purchases a course using an Instructor Coupon code	• 97% Instructor • 0% Udemy
Ad Program Sales w/o Instructor Coupon	A Student acquired by Udemy via paid ad purchases a course without using an Instructor Coupon code.	• 25% Instructor • 75% Udemy
External Partner Program	A student purchases your course from an External Partner (e.g., Groupon) with or without an Instructor Coupon code.	• (up to) 50% Partner • 25% Instructor • 25% Udemy

PICTURE 13. udemy.com

According to the scenario table a popular, well prepared course's revenue share might go up to 97%. This is best case scenario, most of the times the creators receive around 40-50%.

These services are easy to use and in case the tutorial or course material has a proper quality they provide a decent passive income. And since the material's rights are not transferred to the supplier the creators can use the materials elsewhere such as own website or other video/file sharing channels. Using course services

4.2.2 Using course services

University MOOCs are free to participate, yet developing costs are high. Sustainable methods are being constructed so the schools can benefit from the provided courses. Since attending to online courses on lynda.com or Udemy does not provide degrees or certifications, MOOCs give the students the opportunity to actually graduate. Education add-ons via giving degrees and certifications have increased the Universities income - shared with the partners.

MOOCs have been receiving incomes from:

- Education add-on (degrees and certifications)
- Platform licensing (MOOC providers licensing their own platforms to educational institutions
- Course design and consulting (paid service that the MOOC providers offer to designing and running courses)
- Paid examination (courses are free but students are charged for exams)

    (Jesse. www.technavio.com. 9.12.2015)

3.2.2. Independent methods

There is a great benefit in using the creator's own distribution channels such as websites. The income is entirely the creator's reduced only by taxes.

However there is a considerable downside manifested in advertisement expenses whether it is using actual commercial spaces or creating extra materials that can be posted on Youtube or other video sharing sites. Extra material can be a reduced section of the full project that opens a window to the greater picture, or it can be individual, yet similar style material that covers small sections of the overall tutorial or course.

Careful planning is essential not to give away too much in the free material yet make the audience want for more and create the desire to willingly pay for it. The free tutorial model also applies. The more popularity the videos gain the more extra income is received from the sharing sites and chances are that the word spreads faster and much more effectively.

Proper use of social media is also essential for success. Not only are they great advertising spaces but also providers of platform for feedback, discussions, forums and report on malfunction. Instagram, Facebook, Twitter, Youtube and such social platforms have to be studied and involved in the planning phase.

The most common ways of course/tutorial sales are the following:

Downloadable materials

Sale of downloadable individual tutorials or packages. Use of coupons and regular discount prices.

Creators can also promote their other products available on their channels. Photographers sell presets, plugins, RAW materials.

Websales

Sale of commercial space is also a preferred way to gain extra income. Relevant content and advertisers build consistency and provide reasonable income as the result of the higher number of "clicks".

Selling photography work, prints, photography books, or even workshops increase income and builds up the brand without additional costs.

Joint cooperation

Creators often work together with certain brands offering joint purchases. When a purchase happens through the lecturer's site or coupon, a discussed amount of share goes to the partner. For instance deals on products or software downloads. The business model helps maintaining the lecturer's work and the brands also benefit from the sales.
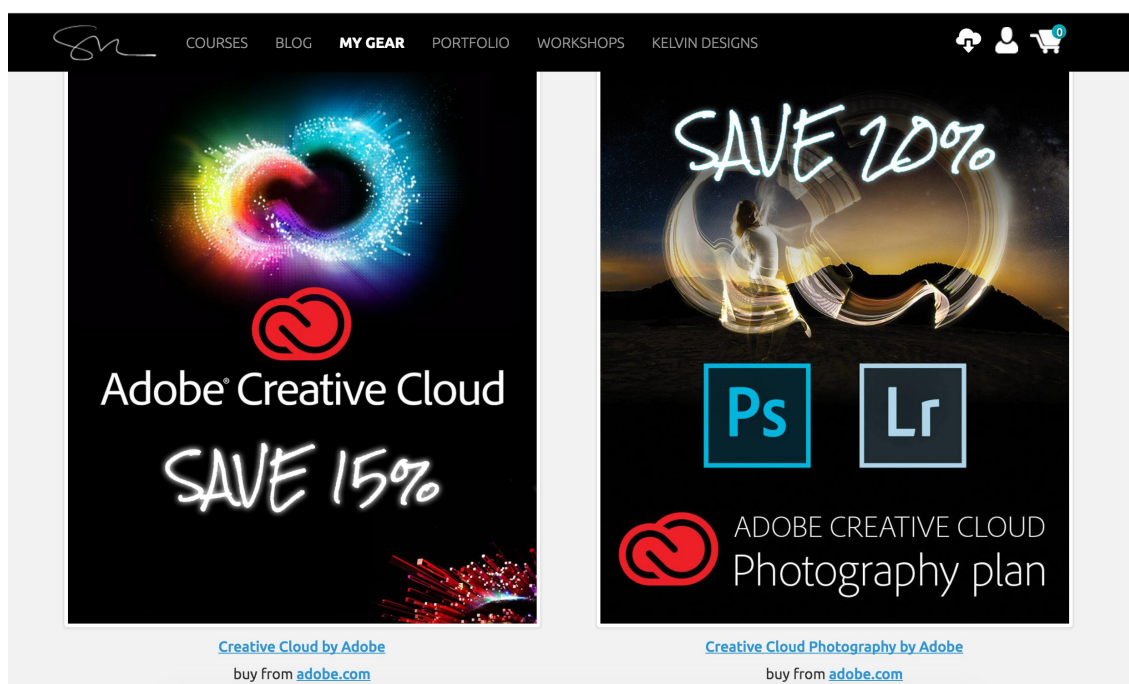
PICTURE 14. Serge Ramelli's (photoserge.com. 2016) cooperation with Adobe, Lightroom CC+Photoshop CC on discount

Income from Youtube

Youtube has three different methods to make income from videos.

Youtube partner program allows youtube users to monetise videos by allowing overlay advertisements. The revenue share depends on the number of clicks the video gets. The more popular the video is the bigger the income. Youtube partners are allowed to upload higher quality videos, have a branded channel and Youtube analytics. They are also featured on Youtube's homepage which generates even more clicks. Becoming a Youtube partner is not an easy task until the uploader becomes known and popular but after that the path is clear.

Affiliate marketing can also be used on Youtube by promoting and reflecting on products and services and add their link in the description. Once clicked, the uploader earns commission.

The simplest way is promoting an own business. The uploaded video describes the benefits of the uploader business and generates turnover.

3.2.3. Expenses

Creating online materials might have higher expenses than expected in the beginning. Taking the field of photography as an example I demonstrate how many aspects have to be taken in consideration while planning the production costs.

Photography might be one of the most expensive professions where being up to date can be overwhelming. Purchasing constantly the latest gear puts an enormous financial pressure on the photographers. Fortunately providing information and creating useful courses, tutorials does not require the latest tech at all, unless that is the goal. However depending on what field of photography (or other profession) the creators want to cover the production costs might get pricy. Without exhaustive the following examples show what financial difficulties certain fields imply.

Landscape/wildlife/architecture photography
Requires traveling, meaning traveling costs for the creators. Visiting distant locations is challenging and unexpected phenomenons have to be taken into account. Extra gear, such as lenses, hard drives, camera bodies for different purposes, filters, laptops, chargers, extra batteries, cables, wifi adapters and providers and so on. Not only purchase costs but the gear transportation and additional insurance means extra burden.

Fashion photography
Studio/fashion photography can be almost even more money consuming than traveling. Costs of the model, makeup artist, stylist, strobes and modifiers of all sorts, studio/venue rent, these are pricy items and easily add up.

Funding for these reasons might be setting up limitations. The most common paths are shooting on location, crowdfunding and investment.

Shooting on location

It is a widely common technique among tutorial/course creator photographers to shoot the photography session on the go and talk it through while it is already happening. In this way the production cuts cost and the workload is reduced.

Time investment

Tutorial production time can take from hours anything up to months depending on the subject. Short "how to" tutorials are simple to make and does consume much preparation and post processing time. The more time and resources needed the higher the production costs rise.

A simple Photoshop tutorial on the subject needs a software to record anything that is happening on the screen, and cutting to the final version may take a few minutes.

More complex tutorials with plenty of visuals and required gear might take days of weeks of preparation. Renting, purchasing the tools, setting up the scene, hiring assistants, models and organising them all together shooting and editing the materials might be time consuming.

Shooting on location in case of a tour around the world would take months of shooting and editing. In these cases - unless there is a certain importance to the topic - it could be a wise decision to create a course instead, while producing short, uploadable teaser tutorials on video sharing sites.

3.2.4. Funding

Funding (photography)tutorial projects might be exhausting especially if the aim for quality is high. Agencies and bigger companies with financial resources and manpower have a better angle on creating tutorial materials as the costs can also be cut from taxes. Individuals or small companies have to be aware of funding opportunities and how costs are reducible. Creating low budget materials and uploading on Youtube is an easy income but it has its obstacles. Extra incomes has to be financed from pocket money

and the creators can not benefit from tax discounts. Choosing the proper revenue model is essential for success and it also applies to choosing the right form of institution.

Crowdfunding

Crowdfunding is the practice of funding a project or venture by raising monetary contributions from a large number of people, often performed via internet-mediated registries, but the concept can also be executed through mail-order subscriptions, benefit events, and other methods (wikipedia.com).

Providers such as Indiegogo, Kickstarter or Gofundme offer project kickstart finances from contributors for almost anything one can think of.

Personal investment

This method is most probably the riskiest of all funding options since it requires money input from supporters or the creators own budget without the insurance of pay-off. The project is preceded by a strict budget planning and optimisation before even taking one step towards the goal. Underestimation or the lack of proper budget plan may cause fatal failures.

Exclusive partnership

Professionals tend to put their vote on certain brands over the years. These photography brands are well aware of the existence of photographers, tutorial makers, lecturer photographers. By time certain relationships are established and some photographers become brand exclusives. They only use their products and on public happenings the photographers advertise only those brands. In return they receive under production merchandise for review and usage feedback and often financial assistance for tutorials and classes.

PICTURE 15. Zach Arias - Fuji ambassador (http://www.kevinmullinsphotography.co.uk. 26.02.2014.)

3.2.5. Cutting expenses

Every country manages taxes differently, however there is a common practice of cutting expenses in almost every homeland. Tax laws provide possibilities to do tax deduction on purchased gear, vehicles, fuel, manpower and the list goes on. This way VAT of the purchase decreases the tax that the company or individual pays to the tax office.

Capital consumption allowance also empowers businesses to account the company's owned equipment's amortisation value as costs by a certain precent over the years.
The legal regulations diverges country by country, and for that reason it is highly advised to seek additional help from bookkeepers and the tax office to learn the actual country's rules and regulations over this topic.

3.2.6. Revenue Models

Media Revenue Models
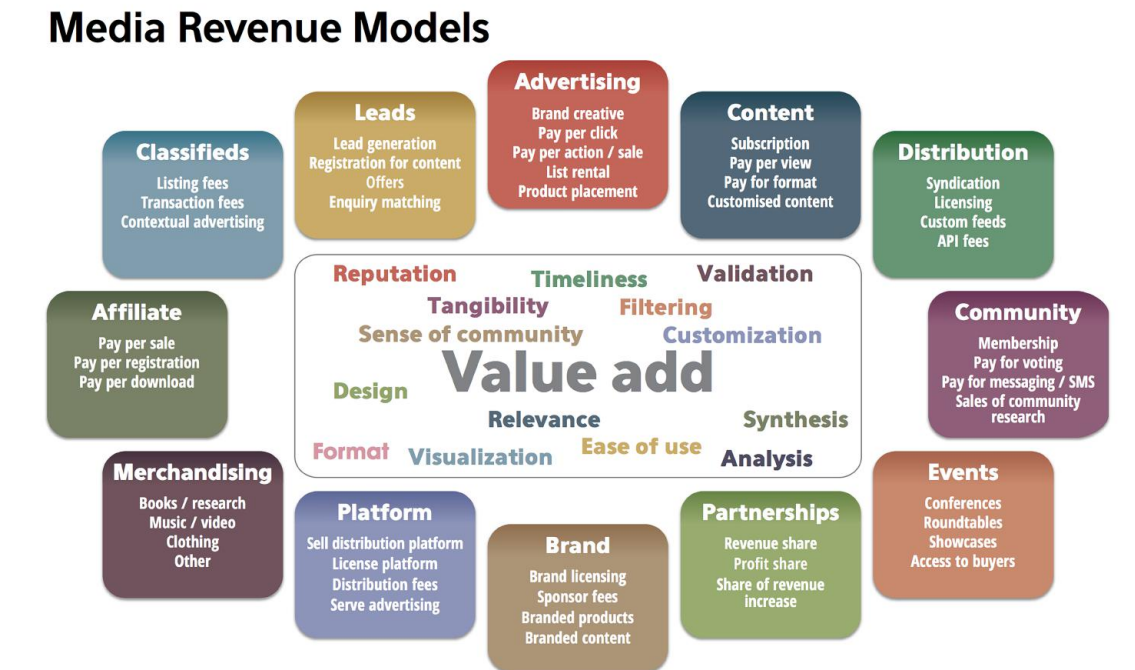
PICTURE 16. Media revenue models, Ross Dawson Frameworks. 2013
(http://rossdawson.com/frameworks/media-revenue-models/ 4.10.2016.)

"A revenue model describes how a business generates revenue streams from its products and services. It is one of the key components of the business model. Existing businesses interested in expanding to new areas or adjusting to a new generation of competitors should carefully consider their revenue models. A strong revenue model is also most important for early stage startups; their investors are usually very conscious of monetisation" (Laniado, Eran. 2013).

Institutionalised or individual tutorial creators most often benefit from the following revenue models (Media revenue models, Ross Dawson Frameworks, www.ross-dawson.com).

Affiliate model

In affiliate performance based marketing the affiliate or partner gains income from customers attracted by the affiliate's marketing. In this partnership the retailer or brand uses the services of the affiliate who uses a chosen distribution network to reach the customer.

The method generates income by:

- Pay per sale
- Pay per registration
- Pay per download

Advertising model

In this model businesses use different platforms where content is provided to the customer as an advertising space. Advertising spaces on internet based businesses also generate revenues by

- Pay per click
- Pay per action/sale
- Product placement

Content model

Content revenue model is one of the most common models among tutorial makers as it is a direct relationship between the merchant and the customer. The merchant creates and provides the material on a chosen channel - in our case web based - and charges the customer for the use by:

- Subscription
- Pay per view
- Customised content
- Pay for format

Community model

The model based on user loyalty. Users invest their time and emotion. "Revenue can be based on the sale of ancillary products and services or voluntary contributions; or revenue may be tied to contextual advertising and subscriptions for premium services. The Internet is inherently suited to community business models and today this is one of the more fertile areas of development, as seen in rise of social networking" (Rappa, Michael. 2010). Revenue is gained by:

- Open Source
- Open Content

- Public Broadcasting
- Social Networking Services
- Membership

Events model

Tutorial makers especially - on the field of photography - often sell workshops where they teach live and participants pay for attendance. The organisers might provide in return accommodation and use of the gears of their own.

Merchandise model

This model products are physical products are sold to the customer. Many tutorial makers and online course providers reach a certain level where their customers are willing to purchase additional merchandise such as t-shirts, caps, mugs etc. This gives adds extra strength to the relationship between the merchant and the customer. This model applies to:

- Books/Videos/Audio files
- Clothing
- Music
- Gadgets
- Other

Jared Polin (froknowsphoto.com) has been a video blogger and online tutor. He reviews images that are submitted by his audiences and also runs discussions on topics that influencing photography. Not only he is a photographer, he is educating online while also selling his own branded merchandise online:

PICTURE 17. Jared Polin's webstore (http://store.froknowsphoto.com. 4.10.2016)

3.2.7. Threats

The more effort is spent on the project the worse an aleatory fail might be. When not only the emotional success but financial investment is at stake there is an extra mile that creators have to walk. Constant attention seeking by the use of social media, production of additional materials that followers can track and distribute, permanent visibility and great support services.

One of the greatest dangers is human peccancy, the aim for the lowest resistance, or other words: piracy. Torrent sites and free file share services are almost unstoppable forces, a war that is a constant fight to protect one's product.

Lack of product stewardship might also lead to downfall in case aftercare and maintenance is lacking. Once a product is out there does not mean it shall be abandoned. Sitting back and leaving it for the care of the wind will not bring success.

Another threat is the constantly raising number of online video tutorials. Whether their quality is decent or poor, standing out in such a competition is laborious. The created tutorial must stand-out and offer some extra strength that attracts the viewers.

3.2.8. Product maintenance

Key question of every business is how the product aftercare is handled. Remaining in public awareness is essential. Maintaining social media channels with regular posts and private segments of life proving the creator is a likeable character often increases the number of followers.

Most tutorial makers provide regular materials on free channels such as Youtube. Behind the scenes footages, trailers, actual tutorial shooting and image editing with downloadable and editable files, product reviews on software and hardware, these are great ways to stay in focus long after the product selling on the market.
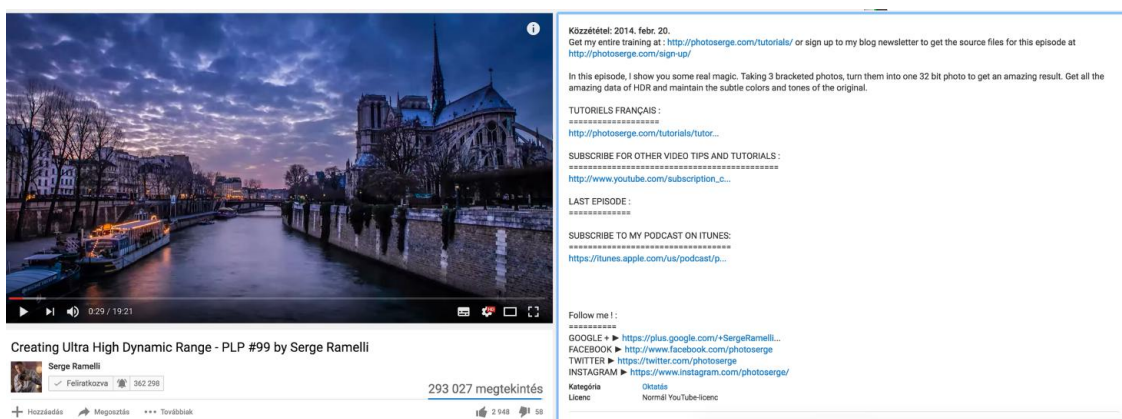
PICTURE 18. Serge Ramelli's (photoserge.com. 2016.) free tutorial with links to downloadable materials and social media

4. PERSONAL RESEARCH

Studying at TAMK Media Programme eases researching the subject of tutorials since the school is strong at putting control in the hands of students. By giving the freedom of self and group study the students can roam the desired field much better and focusing on the right problems helps becoming a professional more effectively. Although TAMK Media Programme does give high quality resources for study purposes, since the students are most often on their own with certain problems many of them turn to the help of tutorials.

4.1. Student point of view

For my research I have invited three TAMK Media students for an interview and I have made my consequences based on their answers.

4.1.1. Interview: Dylan Jones

Dylan Jones is a graphic designer studying at TAMK and working at Propaganda design agency as an internship in 2016. We have been working on projects together and I have seen his skills develop radically over the years. I was wondering how much impact tutorials had or still have on his progression.

He states that he started using tutorials right after starting school as "*the content of the teaching and the actual courses were not in depth with what I needed*" and he 's been a daily tutorial user ever since:

-"*When I have a design work and I don't know how to do something I will look up quickly in the middle of the job on youtube and then I will apply it…*"

I was curious how is it possible to effectively search for tutorials and how does he find the ones he needs at the moment. He states that the at a need for a certain solution of an actual problem he searches on Google, Youtube or independent websites such as http:// blog.spoongraphics.co.uk. In case he needs more content he is willing to search for the actual tutorial makers whom he found decent and useful. He also has an established preference for sites that he trusts and visits frequently.

"*When I find someone I like I really want to know how that process is done from start to finish.*"

If a tutorial is made with care and good visuals it does not matter if he doesn't understand the actual language. The tools and user interface is given and if the tutorial is easy to follow step-by-step, then it will fulfil its purpose.

"*I want clear step-by-step guide with nothing missing, how to achieve the end effect or use the tool or whatever it is. I just want clarity.*"

Dylan claims that there are plenty of tutorials online which - even being carefully followed - the end result looks nothing like in the video as the maker forgets to add or explain a step or few. A tutorial maker might have an amazing knowledge on the field of interest yet his/her teaching skills are not always advanced enough.

"*I'm looking for someone who is aware of the target audience,... someone who is able to deliver it clearly to the point without dragging things out too long. ...I think people who make tutorials and upload them on Youtube should keep in mind that is should be universal.*"

For my question whether he would pay for tutorial materials he answered that until a certain level yes as his resources are limited. The actual selling factor is the content that is provided. What makes some tutorial makers stand out is when they actually provide extra materials - such as raw files, tools or presets to download - with which the student can follow the exact same creating process and be part of the work and have an additional level of satisfactory.

At this point I was interested in his opinion if he would feel like picking up another profession, would he be able to do so.

"*If you can find enough content, yes. I've learnt everything over the past four years myself from tutorials. Being a student gives you time off from real life to be able to teach yourself... If I was working full time I would never be able to develop as much as I have over the past four years... and I have come a long way from tutorials. So yes, they* (tutorials) *can definitely compete.*"

Tutorials competing with traditional school system brought the question if there is any need for the traditional ways or should they be mixed.

"*Having someone make to do something is the best way to teach. That's why tutorials are so good.*" Mixing traditional methods with tutorials could optimise the individual's development and there is certainly a need for traditional school system. Yet the teaching methods need a lot more improvement. In his opinion "*having a teacher talking hours about the subject that loses the students in a few minutes is a dead end*". However tutorials should not be the only resources of learning, more like a private work or tasks the students could do at home and at a teaching class the teacher and the student would go over the results.

"*You could set everybody watch the same tutorial, yet not everybody is going to reach the same level and the whole point is: at the end of the lesson everybody should reach the same level.*" Students need to be pointed to a direction and provided relevant information and content and a good teacher has to know how to do it. By providing tutorials teachers can however give the feel of independency to the students that makes them feel overwhelmed if and when the goals are reached.

As the discussion went on we have reached the question if Dylan would consider creating tutorials of his own. He agreed that he had it in mind already since it is an additional income, however he doesn't feel like an established artist yet. The level he is at - at the moment - he concerns that the tutorial he'd make would rather be just an endless series of skill sharing materials. In the other hand creating tutorials would help him become more known and popular with the right use of social media.

"The feedback you get from social media is pretty cool and it is instant and if people have a problem with it they will throw you with it. You'll going to find out if you are doing it right or wrong really quickly... and in comments people will actually say exactly what they didn't get. You can even ask specific questions. I think the more interactive the person making the tutorial is the more responsive people are going to be on the work. And the more they will be coming back because they know if they got a problem they can ask and you are going to respond... people want that kind of thing."

4.1.2. Interview: Sindy Giraldo

Sindy focuses on animation, motion graphics and cinematography. Facing the same situation as Dylan by not finding a dedicated contact person in her studies she started using tutorials as an alternate method of self teaching.
"I didn't want to interrupt my teacher all the time so I just did it myself. Search on it, google it. That's the way I learn everything."

Finding tutorials at the needed time is crucial and speed is an essential factor. While working on an animation the easiest and fastest way to find the right material is googling or searching on video sharing sites like Youtube or Vimeo. A wide range of step tutorials are also available on the internet and are no less valuable than videos. Straight forward and right on subject tutorials make more effective impact as there is no room for distraction while working a project. Content is well above the skills of the presenter. If the material and the visuals are good it does not matter if it is a child or an educated teacher.

The relevance of full-on basics to high level tutorials - according to our conversation - is necessary mostly in the beginning of the studies.
"I *started to work with a program called Cinema 4D and I did a tutorial class. It was lessons starting from basics and going always little bit more complex. And that's the way I learnt that programme."*

Once finding a tutorial maker or group of creators, people tend to subscribe to their channels for regular materials. It is more likely to receive proper education from someone that has a positive impression and impact. Finding pro level materials on Youtube however is difficult and the ones that continue on the desired level most of the time cost.

To my question if she would purchase tutorials or online materials she replied that most of the time she feels cheated as the creators are selling materials and tools that are easy to acquire from somewhere else - or even make by the learner. Attending to classes should exempt students from additional costs.

Traditional school and tutorials have their benefits and downsides but Sindy has a clear opinion on which one she prefers.

"Tutorials for sure. Maybe you don't even like the teacher and you have to stay at class. But with tutorials you can just switch..."

In the other hand in case of problems there is a dedicated person to approach. With tutorials feedback is not guaranteed. The only reason of mixing the traditional methods and tutorials is the feedback and interaction. Sindy prefers Facebook live chats where interaction is possible yet the content is rewindable.

4.1.3. Interview: Frank Einstein

Studying at TAMK Media Programme Frank - who asked his name to be changed in the thesis - has found his field of interest on 3D graphics and 3D animation. He found tutorials inevitable and the most effective method of studying.

"I needed tutorials because I need repetition when I learn. You can rewind the video and watch it again if you didn't learn it the first time."

Besides video sharing sites text tutorials have high relevance as the reader can determine the speed and consumption of the information. Rewinding can be distracting and

finding the right moment in the video might feel like a waste of time. It has to come from the right presenter and if the outcome or the end result does not look as great yet the teacher's guidance is relevant the acquired skills are most important.

Being on an advanced level of knowledge does not mean that one shall not go back to the roots of following basics-to-pro level tutorials.

"*I still go to a lot of basics tutorials because it feels like even though I've learnt a lot of Blender now and I can go to a tutorial that doesn't necessarily explain all of the stuff from the ground up, I can still miss something. So I go back to the basic videos to see if there's something interesting in the ground level that I can incorporate in my work.*"

To my question wether he is following the work of a tutorial maker or makers after proven useful Frank stated that certain individuals have been found especially high quality. If the content is right and the material is condensed, acquiring the knowledge is easier.

Paying for online materials is yet another matter of question.

"*I believe that education should be free. Non-profit organisations should be the ones that get the money to teach, to have quality tutorials.*" The background of the tutorial makers matters. Creators who donate the income from tutorials into foundations are highly respected and that is a path Frank would support. However there is always the satisfaction behind finding the materials for free. Somehow it represents a good work done and not paying might release endorphin into the system.

"*It's always the extra step you have to take when you are buying stuff, it's easier to just Google it out. Then you get a much better feeling when you get it for free because you actually sort of done it yourself when you've done all the searching. And save money. I believe if you make a good Youtube account you can make a good money from that.*"

For my question how he compares traditional teaching methods and tutorials Frank was not radical choosing one or the other.

"*It depends what's the mission, do you like the topic, do you want to do it? The good thing about tutorials is that you can attend as many tutorials as you want, you can*

choose freely. You don't have to stick to one whereas in classes it is usually half a year where you don't necessarily have other classes.

The good thing with traditional schools having courses you also get the pressure from them to work really. With watching tutorials you don't necessarily work at all, you just watch them. I sometimes just watch tutorials and guys make awesome stuff but I don't try myself."

Teachers who are good at making tutorials should encourage students to make tutorials and follow tutorials. That is one way mixing the two methods.

"*Feedback matters. Traditional teaching: there is no match for that for feedback. When a teacher gives feedback who's been giving you an assignment if feels like something.*"

When establishing a tutorial channel, feedback is a must, yet it shall be personal, preferably a video chat where the parties can see each other and see the impressions. Text feedback is much easier to misread.

Traditional schools are made to give you a certain knowledge. What individuals can learn from tutorials in months, in structured classes it might take a lot shorter period of time. That being said tutorials just by themselves can take a student to a professional level yet they have to be high quality and well framed.

4.2. Teacher's point of view

Tutorials have become such a phenomenon among students that teachers can no longer ignore them. Or the better question is: do they even want to ignore or would they imply them in daily teaching?

4.2.1. Interview: Tuomo Joronen

Tuomo Joronen is a senior lecturer in animation for 12 years with digital media, animation and visual design background. Teaching at TAMK Media Programme Tuomo has faced the students' regular use and need for tutorials so he has also implemented the usage of extra materials on his classes.

Since he has already developed a relationship with tutorials he states that "*tutorials are mostly useful, however in worst cases they can mislead as there is no way to make sure a tutorial is a good one.*" He is a frequent user of online materials when in need of learning new features.

Right in the beginning of the discussion we have reached the question of the main concerns of using tutorials as - in Tuomo's opinion - video materials are often distracting as the creator or presenter does not focus on the subject but talks about irrelevant topics. Another element that makes the use of tutorials difficult is that many of them are too long and if only a certain information is needed it might be laborious to find. Also the long videos can lose attention and easily drop the viewer off.

"*I'm much more of a fan of very short tutorials which deals with one feature so you are able to cover much faster the things you need.*" Dedicated websites with different content is highly appreciated as it is faster, easier to browse and find the informations needed.

"*The shorter the tutorial the better and more specific details the better.*"

How a teacher sees the relation between traditional teaching and tutorials and wether he would see tutorials completely replace the traditional ways is another interesting question.

"*The problem underneath is the fact that you need to have some level of knowledge before you actually gain enough out of the tutorials. There's not really a tutorial that can teach everything… there needs to be a structured way of going through the tutorials.*"

Glitches in the online materials break the consistency of the lecture and unintentionally drops the student off as they make it impossible to follow.

"*I think there's always a place for a person. There needs to be a very well done support.*"

Deadlines, feedback and a structured guidance is essential for learning and only the online materials will not provide that. As the individuals have a basic knowledge on the subject then online materials might be able to lead to a professional level.

School environment is a controlled chaos where the resources are similar and given (same PC specs, same softwares), tasks are unified so each student has the same opportunity to acquire the knowledge. This might not be the case in real world.

"Tutorials are coming strong and probably will be used but I'm quit sure that there is some kind of a role for a personal feedback or workshop... We humans are social creatures so everything is to some extend social... even the learning. If you can't compare your learning to some people's learning, is your learning on a professional level or is it valid, it needs to have its social aspect."

During classes teachers could and should show tutorials but more importantly they should encourage themselves and the students to make their own. It is a great way of self teaching and helping others while there is an almost instant feedback if the material needs correction or answer questions why for some it behaves differently. Tuomo is creating slideshow Google documents on the go and share it with the students who can always go back to the crucial moments and pick up from there.

"I realised that after that it's practically impossible for a student to drop off from the teaching... it's more like the matter if the students want to follow up."

To the question how the presenting skills affect the quality of the tutorials Tuomo highlighted the importance of knowing the target group.

"Whoever is generating the tutorials should have the idea that they are dealing with equals. They are providing information but it could be anyone with the same kind of skill set they have."

"The bottom line is that you need to fine-tune your tutorial to some kind of a level of skills and really, say it in the beginning that this is a beginner tutorial or a little more advanced or this is rocket science. Tuning the tutorial based on target group and its skills, having the right content for the right people."

People are picky and know what is right or wrong for them. And if they don't like something they will go on searching for the right content.

"In the end it's what you get out of the tutorial."

5. DISCUSSION

Students and people who are looking for online materials for their studies have specific point of views and they mostly have exact knowledge on what they need. And what they need is fast and accurate information. Facing a short attention spam the tutorial creators have to precisely be aware of the target group and the structure of the information they want to provide.

Creating tutorials might be a simple task depending on the subject it discusses. Photography tutorials might not require expensive tools and software tutorials could need even less. Making one and distributing could be effortless. However creators must realise the constant growth of competitors and quality requirements the users claim. If the goal is to make a video and send it on its way with no further expectations, then the project means no burden. In case the mission is to go viral and gain income then it is a whole different story.

As from my research I have experienced the proper process expected to have the following elements:
• clear goals
• knowing the target audience
• proper planning phase on technical resources and content structure
• choosing the right framework
• choosing the right style and type of tutorial depending on the subject
• proper knowledge on the chosen subject
• excellent presentation skills
• proper choice of the right revenue model
• feedback and interactivity
• possible collaboration with traditional schools for better coverage
• excellent use of social media

No matter what the subject is, finding the right target audience and the right tone is essential for success. Tutorials became such a phenomenon over the past few years with the technological evolution and accessibility of fast internet that on many education fields they are at daily use. They are part of the learning process and even teachers apply them in their teaching and encourage students to use and even create tutorials. Students best learn subjects by visuals, self-doing and repetition and tutorial materials encourage just that. Students can do the assignment, follow steps and in the meantime they can go back or rewind if they missed something and what is more important: by their own speed and rhythm. If combined with traditional educational systems students receive instant feedback from the teacher and by receiving assignments they can do their own research. In many ways tutorials are the main supporters of problem based learning.

People investing time in a certain project expect some sort of revenue in return. Tutorial makers are no different and the higher quality they aim for the more income they hope in return. Established photographers often make tutorials for extra earnings while at a shooting and recording the process. It is cost-efficient and simple yet with a proper post processing the quality can meet high standards. Many companies create tutorials as side project or even as main mission. Tax discounts and working in lager teams for more income helps raising the quality while having a continuous ongoing workflow and a series of materials. A larger group can also easier maintain communication and feedback channels using administrators. Plenty of revenue models are available to make income as I researched in the monetisation chapter. Creators must choose the one best fits their needs and expectations.

My own reflection on the subject is that during my studies after figuring out the path I want to take I have learnt everything I know from tutorials. The unbelievable amount of online materials and content created by photographers gave me everything I needed and still need. There is literally no subject that has no existing tutorials on - whether is is camera usage, settings, composition, theory, image processing or editing using different softwares and the list is endless.

However I have faced the problem of finding plenty of distracting or improper, even really bad tutorials. Most often the lack of presentation skills and irrelevant information placement made me ditching the tutorial and kept me searching on. Finding the right creators and materials might be time-consuming at first but after finding the suitable presenters for my own taste following them provides proper information and skill development. I personally know that I would be nowhere without the online tutorials and help of Zach Arias, Joel Grimes, Serge Ramelli, Jared Polin, Lindsay Adler, Chase Jarvis, Aaron Nace or the team of Fstoppers to whom I could not thank enough.

This research also helped me gain a larger view on the tutorial market and supports my further plans to create my own series of tutorials to support the best way I can the wannabe photographers and the photography community while - expectantly - providing additional revenue. To do so I will do further inquiry on subjects I am specialising in and seek for the topics that are poorly represented and tutored by tutorials that are available online. This insight will help me to determine what I can add and what I can give to the photographer community.

6. THESIS APPENDICES

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APPENDICES

Interview questions

Questions for the students:

Tell me about your background!

When did you start watching tutorials?

How can you effectively search for useful tutorials?

What are the requirements for useful tutorials?

Is someone who is good at his/her professional automatically make him/her a good teacher or tutorial maker?

What makes a tutorial creator good?

Would you pay for tutorials or related materials?

Would you be able to learn a profession just by watching and following tutorials?

Is there still a need for traditional school systems and should tutorials be applied some-how in teaching?

Would you create your own tutorials?

How difficult is it to find professional-level tutorials?

Do you follow tutorial makers once their materials are proven good and useful?

Questions for the teacher:

What kind of tutorials do you prefer? Shorter straight-to-the-point or long, everything-about-the-topic types?

As a teacher do you find tutorials useful?

How do you see the relationship of traditional teaching and tutorials?

Would you create your own tutorials?

What kind of tutorials do you prefer? Shorter straight-to-the-point or long, everything-about-the-topic types?