

ABSTRACT

After noting a lack of engagement and representation on the IMSA YouTube channel and researching existing science content, we produced an educational video segment for the channel about the brain, based on student surveys. After capturing analytics before and after, we analyzed the change in the channel and denoted this change to the topic, format, and production of our content. Our results will demonstrate how successfully the elements of our video performed as well as the platform of the IMSA YouTube channel.

INTRODUCTION

The IMSA YouTube channel's main purpose in the past has been for Administration to publish any academy events or past live streams that don't fit anywhere else. Much of this content is from past assemblies and causes the viewership of this channel to be mainly made up of those directly involved with the academy such as students, staff, and parents. (Illinois Mathematics and Science Academy (IMSA), 2012) It is our goal to find a way to grow and expand this channel to greater audiences through new content to improve IMSA's outreach and reputation. It has been shown through many different YouTube channels, such as Crash Course (Green, 2006), Mark Rober (Rober, 2011), Physics Girl (Cowern, 2011), Mystery Doug (Mystery Doug, 2017), and more, that science based, and educational content can be very successful on the YouTube platform for a variety of reasons. By understanding their format, content, and engagement, we can develop our own content and be able to observe its success through the channel's analytics. Especially being that IMSA is a math and science-based academy and seeing the success of other educational content, we have chosen this genre as what will best represent IMSA's values.

METHODS

For this research project we are asking the question "How can we be successful, in terms of video quality and popularity, using the medium of the IMSA YouTube Channel for educational based content?" We plan to answer this question by creating educational based content through creating educational videos with a variety content, guest stars, and recurring intro and theme by using professional grade cameras and lights, props/science supplies, current student input, staff appearances, the Adobe suite of programs, and the IMSA YouTube Channel itself. These equipment capabilities and platform will provide a baseline for video quality and popularity as well as help us understand what sort of educational content viewers may want to see. We will track the result of these actions by viewing the channel's analytics page, specifically channel engagement, and capturing the data before, during and after changes have been made to the channel. The order of operations is to gather student input, capture the channel's analytics, plan and create the initial educational video based on current IMSA educational content, capture analytics once again, observe results, and form a plan for how to improve future videos. We expect these changes to provide increased viewership and engagement to the channel as well as a greater outreach to different regions of the country. This response would encourage the continuation of programs such as this one and improve the understanding of the IMSA values.



Image 1. Freeze frame from video shooting. Camera that was used for shooting various scenes about the IMSA campus. Utilizing IMSA equipment such as the cinema camera and external microphones.



Image 2 & 3. Freeze frames from clips at various IMSA locations featuring Gabriella Velazquez and Janelle LeRoy as representatives of IMSA, showing parts of its diversity.

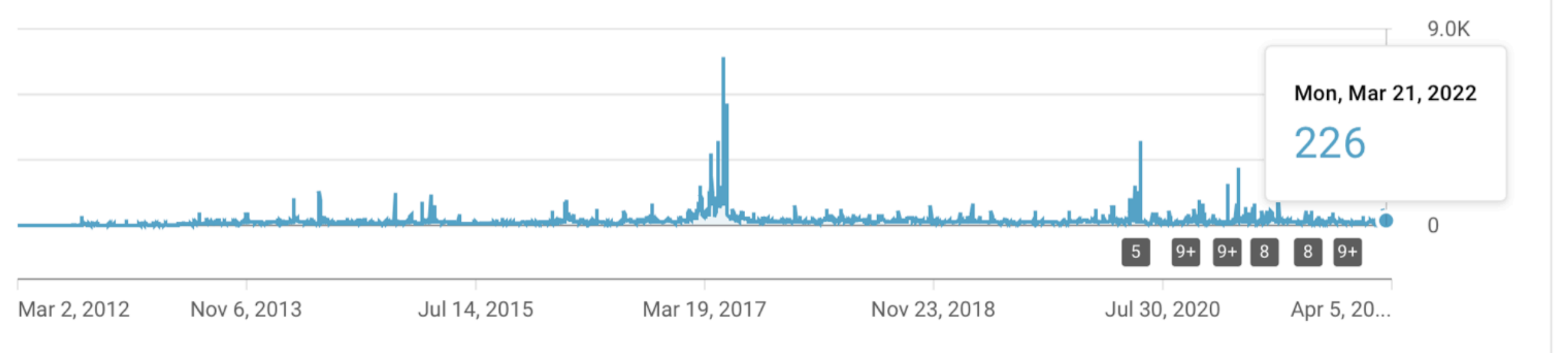


Fig. 4. Line graph taken from the IMSA YouTube Channel's analytics page surrounding page engagement prior to the publication of the *Atlas of Knowledge* video segment. This shows minimal engagement, except around larger livestreamed events for the IMSA community.

CONCLUSION

The Atlas of Knowledge video project showed to be one that students were excited for based on verbal responses and surveys. The production and creative timeline took longer than expected due to the extent of our initial research phase. At the time of presenting this project, the video segment is in its final stages and the engagement after the publication of the segment is being monitored. We expect a positive improvement in channel engagement with a continuous series of this nature and expect a positive result on this video specifically as well. The final video as well as its result can be found on the IMSA YouTube Channel in the near future.

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