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Exploring the Potential of Reels as an Educational Tool: Analysing Undergraduate Students' Perspectives on the Use of Reels for Lecture Delivery and Study Material Dissemination in Bengaluru City

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Abstract
In ancient times reels denote the cylinder on which film, thread or wire is wound and kept. But in the present- and modern-day societal context reels are small video clippings which are uploaded in various social media networks and which garners wide area of viewer ship especially among the college students. The reason behind the craze for reels is due to its shorter duration of 60 seconds to 90 seconds. Moreover, reels bring out the inner creativity and imaginative power with in an individual and also has the ability to convey the message in a very creative and captivating way to the audience.
Reels are the modern way of communication in expressing the emotions, feelings, thoughts, ideas and the like in a motion format or in the form of videos of very short duration. The social media platforms act as a hosting platform for such videos. The present younger generation are so caught up with the trend and they spend most of their time on watching it and liking it. This Z generation has very short attention span and so they like to get immersed themselves in such short video reels. So, this study intends to find out among the undergraduate students whether reels can be used as a tool for delivering lectures and a way of circulating study materials to overcome the short attention span. And to find out whether the students yearning to learn can be benefitted in a better way. The authors try to understand the importance of reels as study materials and also lecture delivery tool among undergraduate students in Bengaluru city through a survey method.

1. Introduction

The popularity of short-form video material, or "Reels," has grown quickly on social media sites like Facebook, Instagram, and YouTube in the era of digital change. Reels were first made for social interaction and enjoyment, but educators are now interested in using them as teaching resources. This study sheds light on how this emerging medium could modify existing educational approaches by exploring the perceptions of undergraduate students in Bengaluru City regarding the usage of Reels for study materials and lecture delivery.
Reels are quick, visually captivating films that range in length from 15 to 90 seconds. They offer a distinctive format for information that is bite-sized and simple to watch. Their succinctness, clarity, and capacity to grab attention fast are what make them appealing. Reels are a useful teaching tool in a society where pupils are overloaded with information and have short attention

spans because of these qualities. Reels in academic contexts could help undergraduate students in Bengaluru, a city renowned for its vibrant educational atmosphere and tech-savvy young, bridge the gap between traditional lecture-based learning and contemporary digital content consumption. The accessibility of Reels as a teaching tool is one of its main benefits. Learning is made more flexible and accessible for students by having access to these brief movies on their cell phones or other mobile devices at any time. To view and rewatch instructional content on the go is a big plus in a city like Bengaluru where students have to balance extracurriculars, internships, and academic obligations. Reels could also be used in conjunction with traditional teaching strategies, giving students a brief review of important ideas prior to tests or evaluations.

Reels offer engaging educational opportunities, but there are drawbacks as well. Reels' brief video format has the potential to oversimplify difficult subjects, depriving pupils of a deeper grasp. Moreover, Reels might be seen by some students as more of a diversion than a useful teaching aid, especially if they are largely connected to social media amusement. Teachers would have to carefully craft Reels in order to strike a balance between depth and engagement and make sure that the information is useful for teaching.

The digital gap presents another issue in Bengaluru. Even though a large number of students in the city have access to smartphones and the internet, some people still struggle to maintain persistent connectivity. Providing lectures only through Reels runs the risk of alienating students who is struggling to maintain connectivity.

In Bengaluru City, reels hold great promise as a teaching resource for undergraduate students. They are a perfect fit for the fast-paced, technologically-driven environment in which students today work because of their accessibility, engaging structure, and flexibility. But in order for Reels to be useful, teachers need to make sure that the information is carefully chosen to retain its educational value and that using them enhances rather than substitutes more in-depth teaching techniques. Reels have the potential to completely change how students interact with academic information and study materials in Bengaluru and beyond with careful application.

2. Objectives

- To study the effectiveness and experiences of Instagram Reels or other social media platforms as a tool for learning among the gen Z.
- To understand the undergraduate students' perception on educational reels.
- To measure the impact of educational reels in the evolving age group.

3. Review of Literature

- The integration of social media into educational practices has been a subject of increasing interest among scholars. Studies have demonstrated that social media platforms offer opportunities for informal learning and peer-to-peer interactions that can supplement traditional education models (Manca & Ranieri, 2016). Platforms like Instagram and TikTok have been identified as vehicles for delivering bite-sized, visual content that engages students in new and creative ways (Greenhow & Lewin, 2016).
- **Visual learning** has long been recognized as a powerful tool for improving comprehension and retention (Mayer, 2002). With the rise of platforms like Instagram, short videos are an ideal medium for visual storytelling and simplifying complex topics (Pappas, 2016). Instagram Reels,

which offer interactive features such as captions, filters, and music, can further enhance engagement by making the learning experience more immersive and relatable to younger audiences (Viner, 2019).

- Most recently, Manca's (2020) review of Instagram, Pinterest, Snapchat and WhatsApp revealed that the two most common activities used for learning by students were content development and discussion for peer learning/assessment. The potential use of social media for teaching and learning activities has received an increased amount of interest and attention from the scholarly community (Barrot, 2021a). A number of studies have presented evidence regarding the use of social media by academics for personal, professional, and teaching purposes (Johnson & Veletsianos, 2021; Manca & Ranieri, 2016a, 2016b). In terms of specific social media platforms, some researchers have found that Facebook groups are an effective tool to support learning, affording benefits not offered by traditional online Learning Management Systems

- The popularity of social media, among students, has increased dramatically in recent years because of technological advances in Web 2.0 tools (Eid & Al-Jabri, 2016; Tess, 2013). Indeed, social media has attracted over three billion active users across the globe (Statista, 2022). Such technologies have demonstrated their potential for learning and teaching due to its functions for document exchange, virtual communication and knowledge information (Hosen et al., 2021; Manca & Ranieri, 2017). Social networking sites (e.g., Facebook, Twitter, Instagram), and online games have been widely used for information gathering and dissemination, collaborative learning, and online social and professional connections (Cao et al., 2013).

4. Methodology
4.1. Research design, population and sample

The study employed the descriptive research design of the survey type. The population of the study comprised undergraduate and post graduate students of various colleges in Bangalore. A total sample of 68 students. Purposive sampling was employed to select undergraduate students who use phones that can access social network sites because some of the students do not use phone. The age range was between 18 to 25 years.

4.2 Research hypothesis

1. Do students perceive Reels as an effective tool for lecture delivery?

(H_0): There is no association between the method of learning (Reels or traditional) and the students' perception.

(H_1): There is an association between the method of learning and students' perception.

2. Is there a gender-based difference in perspectives regarding the use of reels for educational purposes

(H_0): There is no significant difference in the perspectives of male and female undergraduate

students on the use of reels for lecture delivery and study material dissemination.

(H$_1$): There is a significant difference in the perspectives of male and female undergraduate students on the use of reels for lecture delivery and study material dissemination.

5. Presentation of Results

1. Do students perceive Reels as an effective tool for lecture delivery?

(H$_0$): There is no association between the method of learning (Reels or traditional) and the students' perception.
(H$_1$): There is an association between the method of learning and students' perception.

	Positive Perception	**Total**
Reels	120	120
Traditional	60	60
Total	180	180

The chi-square formula is:

$$\chi2 = \sum \frac{(O-E)^2}{E}$$

Where O is the observed frequency, and E is the expected frequency.
For both cells, the observed and expected frequencies are equal (120 for Reels and 60 for Traditional), so:

$$\chi2 = \frac{(120-120)^2}{120} + \frac{(60-60)^2}{60} = 0$$

Interpretation
The calculated chi-square statistic is 0. Since there is no difference between the observed and expected values, there is **no evidence to reject the null hypothesis** in this case. This means, based on the data provided, there's no significant difference in the positive perceptions towards Reels and Traditional methods for the given data set.

2. Is there a gender-based difference in perspectives regarding the use of reels for educational purposes

(H$_0$): There is no significant difference in the perspectives of male and female undergraduate students on the use of reels for lecture delivery and study material dissemination.
(H$_1$): There is a significant difference in the perspectives of male and female undergraduate students on the use of reels for lecture delivery and study material dissemination.

	Considers Reel	**Doesn't Considers Reels**	**Total**
Male	10	10	20

	Considers Reel	Doesn't Considers Reels	Total
Female	120	40	160
Total	130	50	180

From the above table it can be identified that the expected frequency of male considering reels is 14 and females considering reels is 115.5
On the other hand male who doesn't consider reels is 6 and females not considering reels is 44.4.
Degree of freedom is 1 and the critical value =0.05
Interpretation
The calculated chi-square statistic is 1.32
Since there is no difference between the observed and expected values, there is **no evidence to reject the null hypothesis** in this case. This means, based on the data provided, There is a significant difference in the perspectives of male and female undergraduate students on the use of reels for lecture delivery and study material dissemination from the given data set.

6. Discussion

The results of this study show that students have a strong preference for using social media sites—in particular, apps like Instagram Reels—for instructional purposes. According to the statistics, sixty students preferred traditional teaching techniques, whereas 120 students showed a favourable opinion of using Reels as a learning tool. This pronounced preference points to a shift in learning preferences in favour of more engaging, interactive, and visual formats—formats that are made possible by social media platforms like Instagram.

The following important elements have led to the widespread use of social media as a learning platform:

Engagement and Interactivity: The digital-native generation responds well to more dynamic and engaging information, which is made possible by social media. Short films, interactive surveys, and instant feedback systems are some of the features that make learning more enjoyable and accessible.
Convenience and accessibility: Due to the widespread use of mobile devices, students have easy access to educational resources on social media platforms at any time and from any location, which facilitates the integration of learning into daily activities.

Peer Learning and Collaboration: Students can exchange ideas, resources, and information with their classmates through social media, which promotes a collaborative environment and collective learning.
These elements are bridging the gap between conventional teaching techniques and social media platforms, turning them into desirable and successful learning environments.

7. Conclusion

In light of the increasing trend of using social media as a learning tool, educators and educational institutions ought to think about incorporating these resources into their lesson plans. Teachers may create more interesting and relevant learning experiences that suit the tastes of modern students by adopting platforms such as YouTube, Instagram, and TikTok.

To sum up, the data points to a distinct trend: students are becoming more and more likely to use social media as a learning tool. This change offers a chance to improve the way education is delivered by making the most of these digital platforms.

This study examined Instagram Reels' potential as a teaching tool for undergraduate students, emphasising the distribution of study materials and lecture delivery. According to the research, Reels provide a fresh, interesting, and adaptable way to share instructional materials, but how well they are made and incorporated into the teaching and learning process will determine how effective they are. Reels are a useful addition to typical teaching approaches because they provide concise, interesting information in a way that appeals to kids' short attention spans and visual stimulation preferences. A lot of students said that Reels improved their participation and served as a helpful substitute for longer, more traditional lectures, especially when it came to summarising and reiterating important ideas.

8. Limitation

Students had worries about how much material could be conveyed in the brief Reels format; some even suggested that this tool would work better for introductory or revision content than for covering complicated subjects. Students may divert from educational content to entertainment-focused content while using social media platforms like Instagram for academic purposes, so it's important to take that into account as well.

There were also clear limits with Reels as a stand-alone teaching tool. Since Reels' time limits might not provide in-depth explanations, many students had reservations about the content's superficiality. Additionally, some suggested that Reels' emphasis on entertainment rather than teaching would reduce their educational value and perhaps cause diversions. Furthermore, incorrect information or an oversimplification of significant academic topics run the danger of occurring in the absence of adequate content curation.