

# Development of Presentation Training Using Instagram to Make Dissemination of Local Information Interesting for Students Majoring in Arts and Design

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**Abstract-** The purpose of this research is to develop a practical training program that aims to lead students majoring in arts and design to become interested in transmitting local information by learning how to transmit information using social media.

The ARCS model proposed by J.M. Keller is known as an interaction design model for enhancing learning motivation. ARCS is an acronym for “Attention,” “Relevance,” “Confidence,” and “Satisfaction.” It is said that it is possible to engage in learning while maintaining and improving learning motivation by designing these four elements to progress in stages. This study designed a course based on the idea that motivation for studying will be improved and interest in transmitting local information will be increased by incorporating social media familiar to students into the class.

Specifically, students created assignments in Instagram in 2019 to disseminate local information and presentation material of local information in three stages in the class.

As the first assignment, the students tackled the task of posting “Instagram spots on our campus.” The second assignment was to create a single A4-size poster to encourage browsing the account page of each student’s Instagram, titled “An area or place to inspire students who have taken the class to want to visit next winter vacation.” The most selected areas or places by students were in Kanagawa Prefecture and Tokyo, where most students lived. As a special feature, there were some cases that presented museums because of students majoring in art and design. In addition, as a third assignment, the students created websites to introduce the area and places with photos posted on Instagram using Adobe’s website creation software, Adobe Muse CC.

To evaluate course design in this article, a questionnaire survey was conducted with 18 of the 22 attendees in the class.

This article analyzes the evaluation of the second assignment. In terms of the difficulty level of the task, the answer “appropriate” applied in about 60% of the cases. Furthermore, over 60% of the respondents, more than half, answered positively that their interest in the selected area or place increased.

Approximately 50% of respondents answered positively concerning their satisfaction with their output.

The survey showed that the assignment of posting local information on Instagram is an appropriate level of difficulty for such students. Furthermore, students succeeded to some extent in raising their interest in an area or place. In future challenges, it is necessary to proceed with research on improving motivation toward learning based on the ARCS model.

**Keywords:** Social Media, Active Learning, Instagram, ARCS model

## I. INTRODUCTION

Digitization has progressed in the field of art and design. Higher education institutions for training professionals are required to teach expertise in digital expression. Moreover, the transition from the conventional mass media to social media is progressing as the transmission media of creators.

The authors are in charge of practical lectures for students majoring in art and design to acquire basic techniques of digital expression. In particular, the practical lesson titled “Digital Presentation,” a required class for the first year, is to acquire skills and knowledge about the basic operation of presentation software and the usage of social media.

This article addresses Instagram, a social media application centered on image submission released in 2010 as an iOS application. Instagram has been attracting users mainly among young women in their late teens and early 20’s since 2013, since it allows easy editing and processing of images using smart devices. The buzzword “Insuta-Bae” which means photos that attract people when viewed in Instagram has also emerged in Japan.

As examples of Instagram use in classes, several research reports focus on motivating interest in home economics [1]. As a study of the relationship between local information and Instagram, the case of a student transmitting problem-based learning (PBL) classes via Instagram [2] is a practical example.

The ARCS model proposed by J.M. Keller [3] is known as an interaction design model for enhancing learning motivation. ARCS is an acronym for “Attention,” “Relevance,” “Confidence,” and “Satisfaction.” This model states that it is possible to engage in learning while maintaining and improving learning motivation by designing these four elements to progress in stages. This study designed a course based on the idea that motivation to study will be

improved and interest in transmitting local information will be increased by incorporating social media familiar to students into the class.

This paper focuses on imageposting on social media, especially the dissemination of information through Instagram. The purpose of this research is to develop a practical training program that aims to lead students majoring in arts and design to become interested in transmitting local information by learning how to transmit information using social media. The rest of the paper is organized as follows. The proposed course and assignment are explained in section II. The experimental results are presented in section III. Concluding remarks are given in section IV.

## II. PROPOSED METHOD AND ASSIGNMENTS

The students learn four presentation software that can be used on an OS X computer: Pages (manuscript), Keynote (slideshow), Adobe InDesign CC (DTP), and Adobe Muse CC (website) in this practical course. In addition, social media are taken up as a topic. It is necessary to learn the advantages and disadvantages of using social media and information dissemination through web contents from the viewpoint of presentation and information dissemination. This task was implemented in the training flow shown in Figure 1.

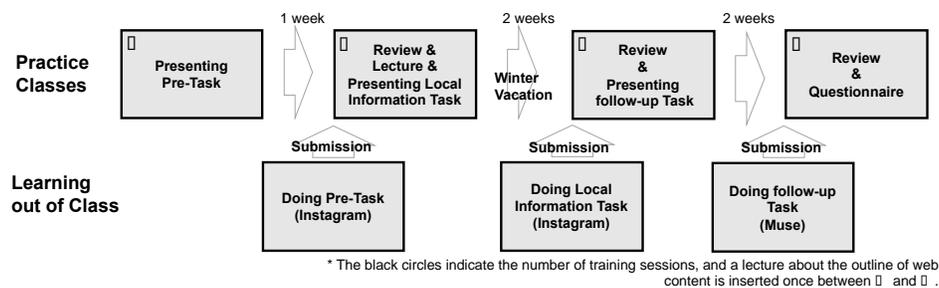


Figure 1 Course and assignment progress flow

During the training that took place from December 2018 to January 2019, students created posts on Instagram and produced presentation output for regions and places, with the theme of “local information” dissemination. The practical training consisted of 8 weeks of classroom and non-classroom learning. This class is 180 minutes each week (the first week class is 90 minutes). The course was carried out in a way that allotted 4 weeks.

After a lecture or practical training in software, teachers presented assignments at the end of the class and had the students submit the assignments by the start of the next week’s class. The tasks were set as three phase tasks—“Pre-task,” “Regional task,” and “Post-task”—as practical training for transmitting local information through social media. After submissions were closed, the teacher confirmed student assignments and conducted a general review at the beginning of the class.

There were 43 registrants in the class, but the actual attendance was about 30 students.

First, at the end of the first week’s class, students were given a task to post “Instagram spots on the university campus” as a pre-task. The teachers encouraged their students to register for an Instagram account using an email address provided by the university and to create a new account for the assignment. The photographed images were submitted to the file server for the university’s assignment submission, and they were instructed to create explanatory text about their account names and post content. The pre-assignment is intended to get students used to the process, as some students had never used Instagram. The deadline for submission was one week after the end of class.

At the beginning of the second week’s class, a review of the pre-task was conducted. With locations on the university campus indicated by students as “Instagram spots,” the images posted on Instagram were projected with a projector. During the first half of the two-hour lecture, “Trends of Social Media in Japan,” the teacher explained the history of social media, the major social media services, and usage guidelines for the university. During the second half, students created a proposal suggesting how to use social media at companies in which they were interested. At the end of the class, the “Local Information Task” to create an A4-size explanatory poster to encourage posting to Instagram and browsing the account titled “Spots you want students in the class to visit next winter vacation” was given. The deadline for submission was two weeks, with the winter holidays.

At the beginning of the third week’s class, a review was conducted of the “Local Information Task.”

Teachers projected the list of regions and places suggested by the students and explanatory materials with the projector and explained the layout method of explanatory materials from the viewpoint of information design. As a follow-up task, students created a web page that introduced the area using photos posted on Instagram with Adobe

Muse CC, a simple website creation software. This task was intended to make students think about the relationship between social media and web media. Prior to presenting the follow-up assignment, a 90-minute lesson was conducted for the Muse operation tutorial by the teacher.

At the beginning of the fourth week’s class, a review was conducted of the follow-up task. The teachers projected the websites created by students using Muse. As a summary, a questionnaire survey was conducted to review all the assignments. In the questionnaire survey, the teacher explained to students that their replies would not affect their grades.

III. EXPERIMENT AND RESULT

First, regarding the practical tasks, this paper considers the status of the subjects submitted and the contents. Seventeen students submitted the pre-tasks by the deadline. Each student took photos on the university campus and proposed them as “Instagram spots.” There were some images taken inside the university using image filters and other than normal viewpoints. No photos of self-portraits, often seen in Instagram posts, were included this time.

A total of 21 students submitted the “Local Information Tasks” within the deadline. When presenting the assignment, the instructor requested the student to make an effort to compose it as a output of design. As a result, students made outputs emphasizing letters and headings in explanation materials, placing QR codes to encourage viewer access to Instagram and emphasizing their account names. As with the previous assignment, there were no self-portraits, but students’ introductory texts provided some ideas to introduce their experiences to the locations.

As shown in Table 1, the areas and places chosen by students were most often in Kanagawa Prefecture and Tokyo, where it is assumed many students lived. As a special feature this time, there were some cases that presented museums because of students majoring in art and design.

Table 1 “Instagram Spots” presented by students as a local information task

Area	Location
Kanagawa Pref.	Red Brick Warehouse (Yokohama City), District of Yokohama Minato Mirai (Yokohama City), Warehouse Kawasaki Store (Kawasaki City), Enoshima (Fujisawa City), Miura Beach (Miura City), Oiso Shirayama Park (Otsuchi Town)
Tokyo Metropolitan	Daiba Venus Port (Minato Ward), Shibuya Scramble Intersection (Shibuya Ward), Yogyo Park (Shibuya Ward), Tsutaya Bookstore in Daikanyama (Shibuya Ward), Ginza (Chuo Ward), Tokyo Dome (Bunhyo Ward), Tokyo Sky Tree Tower (Sumida Ward), Yomiuri Land (Inagi City), Sanrio Puroland (Tama City)
Japan	Nahamura Heith Haring Museum (Yamanashi Prefecture), Fouada Museum of Art (Aomori Prefecture), Hihone Castle (Shiga Prefecture), Yamaga Donguri Village (Humamoto Prefecture)
Outside Japan	London (U.K.), Busan (Korea)

The follow-up assignment was submitted by 13 students by the deadline. In this assignment, some students devised how to show images and install externally related links.

Seven students submitted all three assignments within the deadline.

Next, this paper analyzes the results of a questionnaire survey conducted with students during the 4th week’s class after submitting the assignment. Of the 43 participants, 22 were attendees of the class, and 18 answered the questionnaire. The breakdown of respondent sex was 16.7% (three students) for men, 77.8% (14 students) for women, and 5.6% (one student) for other. Regarding respondents’ use of social media, Nico Nico Douga had the most frequently registered user sat 88.8% (16 people), followed by LINE, Twitter, and pixiv at 83.3% (15 students). LINE and Twitter accounted for 61.1% (11 people), with the most frequently sent contents at once a week.

An analysis will be conducted of 17 students who answered that they submitted the “Local Information Task.”

In this paper, since the assignment was presented as an out-of-class task, the questionnaire asked about the time required to create each assignment. The pre-task of “30 minutes to less than one hour” is 41.2%, while the local information task and follow-up task are “one hour 30 minutes to less than two hours,” with the largest at 41.2% (seven students) and 50.0% (eight students), as in Figure 2.

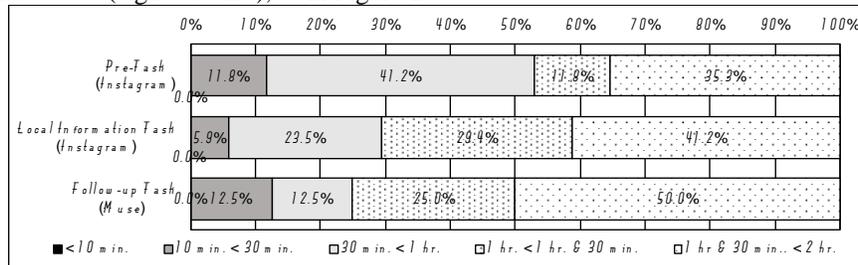


Figure 2 Time to finish each task (N = 17, Follow-up task only N = 16)

When asked about the difficulty of the task, the result shown in Figure 3 was obtained. The difficulty level was “Ordinary” with 41.2% (seven students) for the pre-task and 58.8% (10 people) for the local information task. As for the follow-up task, “Slightly difficult” was the most common, with 58.8% (10 students).

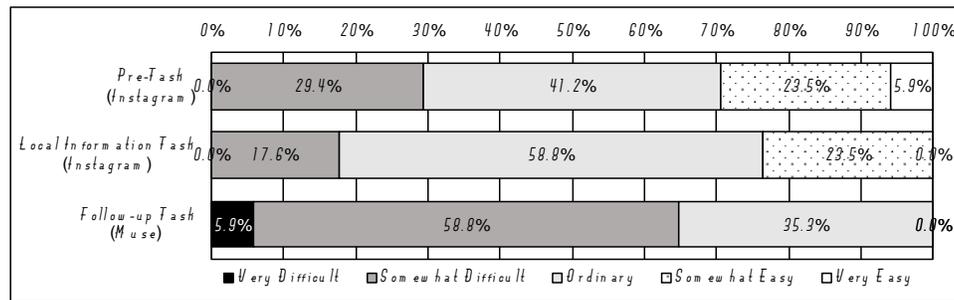


Figure 3 Difficulty level of each task (N = 17, Follow-up Task only N = 16)

When analyzing responses to changes in student interest based on the local information task, 58.8% (10 students), or over half of respondents, responded positively about whether their interest in the location had increased. As for the degree of satisfaction with the output of the local information task, “very satisfied” and “slightly satisfied” totaled 52.9% (nine students).

#### IV. CONCLUSION

From the questionnaire with students, it was found that the assignment of posting local information using Instagram, which was taken up in this research, was an appropriate difficulty level for university students. As a feature of each task, it became clear that the follow-up task using Muse CC was more difficult and time-consuming owing to the use of new software than the local information task using Instagram. This result also suggests that it is easier for students to send information and contents on social media without using software.

Students' interest in a location increased, as shown from the fact that half of respondents answered positively about their interest in the questionnaire. It can be said that the goal of the assignment succeeded, to some extent. Furthermore, from the viewpoint of the ARCS model, about half of the students who finished the local information task answered positively about the degree of satisfaction with their output. There may have been some success in keeping and increasing student motivation.

However, as a limitation of this research, students who participated specialize in art and design, so there may have been little resistance to taking and posting photos. It is necessary to investigate whether or not similar results can be obtained when conducting this assignment with students of majors other than art and design.

In the future, it is necessary to proceed with research on changes in interest regarding social media transmission and expression through tasks. In addition, it is necessary to design assignments based on the ARCS model and work on task designs that can further enhance learning motivation.

Though the students worked on posting still images as a production task in this research, mainstream social media contents have changed from still images to video since 2018. Furthermore, functions that insert music and characters into videos and videos that are as short as 30 seconds are mainstream. In Instagram, the function called “Story” that users can only view for 24 hours after posting is familiar to young people. Usage of social media is expected to continue to change, and content to be produced in classes concerning social media should be considered.

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