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UNLOCKING THE LIVES OF HUMAN BOOKS: SHARING VIDEOS TO INSPIRE PEOPLE HIDING IN THE SHADOWS

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Human books voluntarily share their life stories with readers to let them understand what they are going through and how they survived their struggles. Speaking up may not be easy for them yet their courage to break stereotypes thrown upon them will be much recognized and accepted in an open and decent dialogue. Just like any other library programming events, human libraries are vividly documented in photographs, videos, social media, newsletters, and activity reports. This research study seeks to explore the role of video sharing sites as a tool to promote library events, specifically human libraries. Existing uploaded playlist videos pertaining to human libraries hosted by academic and public libraries will be the focus of this paper.

Keywords: human library, human books, stereotypes, social cohesion, YouTube

1. INTRODUCTION

For the last twenty years, the human library (HL) program became a huge success and is now visible in more than 85 countries around the world across six continents (Human Library Organization, 2019). Human Library (HL) sessions started in Denmark in 2000 to have a venue for dialogue among those stereotyped, judged, oppressed and discriminated against (Schijf et. al, 2020; Yap, et. al, 2017; Wentz, 2013). The program's ultimate vision is to empower people to accept themselves and let others view those who are prejudiced with tolerance and understanding (Yap & Labangon, 2015). Unjudging someone is the most desirable frame of mind that we can practice as individuals to promote social cohesion (Bordonaro, 2020). To fully achieve this purpose, a powerful discourse is initiated as an innovative way to reach a progressive discussion. Sharing of life and first-hand experiences without inflicting emotional harm to another person reduces the act of prejudice among individuals (Kwan, 2020; Yap, Labangon, & Cajés, 2017; Zhai, Zhao, & Wang, 2012).

During human library dialogue sessions, organizers are expected to document the program. One way to do it is by video recording. Video recording is a robust primary source document which potentially holds memories and contains vital information for knowledge sharing and dissemination. After careful evaluation based on its purpose and evidentiary value, it becomes archival material that will be useful for future viewers and researchers. As part of documenting the lives of human books, with their permission to share their stories online, numerous library YouTube accounts uploaded human library events in the video sharing platform. This way, it can reach more audience and transcends the real meaning of the program by making it publicly accessible. Moreover, it contributes to a wider impact, to influence, to inspire and to advocate for social equity, equality, and acceptance. This is the real message of the human library.

This research study explores the role of video sharing sites as a tool to promote library events, specifically the human library. Existing playlist videos pertaining to human libraries will be the focus of this paper.

2. OBJECTIVES OF THE STUDY

Sharing content whether educational, inspirational or for purposes of entertainment becomes a trend nowadays. Making videos openly accessible makes it easier to communicate to the target audience. Video recording of actual human library events with the permission of human books to share it publicly makes the program more authentic in reaching out to the people. As a social media platform, YouTube is well-known as the biggest video-sharing site and user-generated content. Three years after YouTube was launched, it already received 79 million viewers in the US alone (Chenail, 2011) and in 2019, it reached a huge amount of 1.68 billion viewers as reported by Statista (2020).

This paper analyzes the content of human library videos uploaded on YouTube by academic and public libraries. Specifically, the research would like to answer the following questions:

1. What were the common stereotypes or prejudice featured in each published YouTube playlist?
2. What is the average length of each human library video? Is the video length enough to show what the program is all about?
3. What is the most watched content among the playlist?

This research would also like to analyze the interaction between human books and readers through observation.

3. REVIEW OF RELATED LITERATURE

3.1 The Power of YouTube

YouTube is proving to be a platform that manages to satisfy a wide range of visual needs. The emergence of new media in today's generation is a product of technological inventions in the Internet-led environment. Taking a few years back in history, Katz et al. (1973) said that "audience is active and that it consciously selects channels that can meet its needs" (Buf, 2020, p. 76). Living in the world of social media, we consume them for various reasons such as for information seeking, entertainment, social interaction, self-expression, and impression management (Buf, 2020). YouTube gratifies its users by providing unbounded content to which the viewer selects, watches, engages, processes and shares. Producing content for YouTube makes every creator grow their artistic, instructor, and comedic side. In turn, those who believe and consume videos receive social and emotional support.

3.2 YouTube as an Information Sharing Platform

People who have access to the Internet and have the ability to own smartphones and electronic devices can simply download the YouTube app and play any video they want to watch. Video creators upload their content to share it with their subscribers and the general audience. Whatever the purpose of producing and publishing their content, its impartial intention is to influence, educate or entertain. Vlogging became popular and became a means to document the daily lives of ordinary people. Sharing life stories online may be regarded as authentic and organic as to how vloggers genuinely behave as it depicts real-life situations. Bou-Franch, Lorenzo-Dus & Blitvich (2012) identified its contribution in today's society as a place to share clips as a form of "post-television". Television (TV) networks keep track of personal vlogs as competitors since they gain a huge number of subscribers. TV shows are now uploading content after each episode to expand their online presence and to reach more viewers locally and internationally.

In difficult, extraordinary and unavoidable conditions such as pandemic, acts of war or natural calamities, YouTube creators can supply both useful and misleading information to its viewers depending on the individual or organization that created it (Li, Bailey, Huynh & Chan,

2020). The impact of YouTube videos may also lead to a catastrophe if misinformation or disinformation is rampantly shared. The public being the target of sometimes non-factual information will be placed in danger, therefore monitoring of social media is advised (Donzelli, et al., 2018). Being truthful is always in question and can be deceiving so careful evaluation competency is an asset. It is appropriate to look for videos created or uploaded by experts in a particular field rather than viewing unauthoritative sources of information.

3.3 Interactions in YouTube

Watching an online video is a one-way communication. But, YouTube changed this landscape as viewers can comment, subscribe, like, and share the content. Viewers are empowered to share their voices as long as the comments section is open to the public. Content providers open this feature to get feedback as well. Insults may also be commented on in a form of bashing which can be harmful to the uploader or owner of the video (Lowry & Ewert, 2017).

Viewers who comment positive feedback may picture the video as inspirational or informative (Dale, et al., 2017). People who are emotional can strongly relate to what they are watching and may elicit a deeper connection with the video. Social interaction with co-viewers increases the popularity of the video thus it becomes interesting to other non-viewers. The more time viewers devote to online videos and social media suggests that viewers get little attention within their social circles and they get their comfort from interacting with online users. The face-to-face communication with the people we value becomes less and when loneliness attacks them, they turn to online platforms to find warmth and satisfaction (Haridakis & Hanson, 2009).

3.4 Video Analysis

Existing YouTube videos consist of visual data that can be used for research. For instance, Adami (2009) examined video responses and how it relates to the initial video uploaded by the YouTuber. The interactions between the uploader and its viewers were triggered by the challenge posted by the uploader and the comments section received more than 2, 000 responses as of September 2020. Online video like YouTube, allows the public and the researchers to understand the recorded data in multiple viewpoints. The viewers who interact online allow the researchers to observe how they criticize, behave, or converse virtually (Jewitt, 2012). Some gratifications lead to cyberbullying and this can also be looked as part of the analysis. The risk of putting videos online may result in online bashing. Oftentimes, cyberbullying is anonymous, does not use real accounts (Camelford & Ebrahim, 2016), and is intentional humiliation in social media (Haryanti & Sari, 2018).

4. METHODOLOGY

This study employs video analysis using openly accessible video data from select playlist videos uploaded in YouTube. Social interactions captured in the video will be the basis for analysis. Adapting to the methodological approach of Knoblauch & Schnettler (2012), finding meaning to the actions and interactions in each video is vital for this study as the observation process remains to be interpretive.

Using “human library” as the keyword, the author searched for this phrase in the YouTube search box. Results are filtered by selecting “playlist” as the type of video. Three YouTube library accounts were considered for this research. These are the:

- a. Griffith University Libraries (Australia)
- b. Charleston County Public Library (United States)
- c. De La Salle University Libraries (Philippines)

The YouTube channels selected should be owned and maintained by the libraries and not uploaded by any third parties. There are also playlists curated containing human library videos but the list is entirely an album coming from different accounts.

Also, metrics will be shown to compare the number of views, comments, likes or dislikes received by each video. It is a measure to gauge which content is interesting among online viewers.

For the purpose of analyzing metrics as data may change daily, the channels were viewed on the following dates below.

- a. Griffith University Libraries - Human Library Playlist - August 21, 2020
- b. Charleston County Public Library - Human Library Playlist - August 24, 2020
- c. De La Salle University Libraries - Human Library Playlist - August 26, 2020

5. RESULTS OF THE STUDY

Three YouTube playlists containing human library videos publicly available are considered for this study. The videos were viewed and analyzed between August 21 - 26, 2020. Table 1 below shows an overview of YouTube channels that were analyzed. Charleston County Public Library (CCPL) created their channel 13 years ago with 581 subscribers as of August 2020. De La Salle University (DLSU) Libraries and Griffith University Libraries (GUL) both created their channels in 2014. The number of subscribers for GUL is hidden to the public while DLSU Libraries have less than 600 subscribers which they managed to accumulate in the last six years.

Table 1. Overview of library YouTube channels with human library playlist

LIBRARY	YOUTUBE CHANNEL LINK	DATE CREATED	NUMBER OF SUBSCRIBERS AS OF AUGUST 2020	NUMBER OF HUMAN LIBRARY VIDEOS IN THE PLAYLIST
Griffith University Libraries (Australia)	https://www.youtube.com/channel/UCyABCN0jQS3y-Y5HsfBgkEw	December 2014	No information	25 videos. Note: There is a second playlist with 8 videos
Charleston County Public Library (United States)	https://www.youtube.com/channel/UCNidP2FueNTQK462FnAiK7w	July 2007	581	19 videos
De La Salle University Libraries (Philippines)	https://www.youtube.com/channel/UCYWLwp8c13TemnRgiJ2Z47A	March 2014	569	29 videos

Table 2 shows topics or prejudice represented by human books during the human library event. These stereotypes are common in everyday life and these people are judged based on their race, religion, sexual identity, health condition, disability, status in life, past experiences or chosen career. There are 46 kinds of prejudice listed below and each of them is encountered by real people. Unfortunately, it earns a deep mark in their minds and hearts. Across three channel playlists, transgender is the most common topic/stereotype featured. GUL and CCPL both featured chronic conditions and refugees. GUL and DLSU both featured persons with disabilities, persons who suffered depression, and lesbians, gays and bisexuals. CCPL and DLSU both featured persons living with HIV.

Table 2 List of Prejudice Compiled from Three HL Events Found in YouTube Playlists

Prejudice	Griffith University Libraries	Charleston County Public Library	De La Salle University Libraries
1. Addiction		1	
2. Adopted	1		
3. African/American		1	
4. Alcoholic	1		
5. Anti-Crime Advocate			1
6. Atheist			1
7. Athlete			2
8. Attorney		1	
9. Bullied	1		
10. Cancer / Chronic Condition	1	1	
11. Chinese Writer			1
12. Deaf / Midget / PWD	1		1
13. Depressed	1		1
14. Fashion			1
15. Female Elder	1		
16. Female Plumber	1		
17. Girl in Van	1		
18. Gullah Geechee Culture and Traditions		2	
19. Holocaust Survivor		1	
20. Incarcerated		1	
21. Indigenous	1		

Prejudice	Griffith University Libraries	Charleston County Public Library	De La Salle University Libraries
22. Jew	1		
23. Journalist		1	
24. Law Enforcer		1	
25. LGBT	1		2
26. Librarian			2
27. Lifelong Learner			1
28. Military Veteran		1	
29. Multicultural advocate	1		
30. Muslim	1		
31. Obese			1
32. PLHIV		1	1
33. Politician			4

5.1 Griffith University Libraries HL

The HL playlist from GUL Libraries contains 20 human book videos. Each video approximately runs one minute. It gives a summary of the human books featured in the channel. Some of the stereotypes talked about are people who became alcoholics, lesbian priest, Muslim, adopted, and a sexually abused man. Table 3 summarizes the user interaction coming from 20 human book videos. It received a 94% approval rating based on likes and dislikes.

Table 3 Summary of User Engagement of GUL

Number of Comments	Number of Views	Likes	Dislikes
5	675	17	1

Given that the average video shared in the human library playlist runs for only one minute, it only gives a preview of what the event is all about. The human books interviewed as shown in the videos shared their positive experiences while in the program. Through the session, one of the human books believed that she made a difference with the lives she has touched. This was uttered by a patient living with cancer. The difficult issues that are spoken in public give them time and space to heal as described by one of human books who suffered from abuse. By joining the program as a human book, one of them mentioned that it is good to share one's life story and that being a human book is highly recommended by a depressed man. With a total of more than 109 views, the video about cancer survivors was the most viewed content in this playlist. It also received four likes and one comment. Based on the interviews publicly shared, the human books enjoyed their participation and would love to join again. This was the answer of an indigenous person when asked about the human library experience. One

of the human books who represented the Muslims said that there was a sense of fulfillment after articulating and expressing oneself as a person who believes in Islam.

5.2 Charleston County Public Library HL

The HL playlist from CCPL accumulated 16 videos. The whole playlist had an average video duration of 49 minutes. The stereotypes covered in their program are people who are recovering from drug addiction, previously captivated in prison, prejudice against news/media personnel, and African-Americans. Table 4 summarizes the user engagement received by 16 HL videos. It has a 74% approval rating.

Table 3 Summary of User Engagement of GUL

Number of Comments	Number of Views	Likes	Dislikes
5	675	17	1

Human books who participated in these videos felt a sense of community and acceptance. Finding a support system through the human library program is one of the best outcomes of taking part in the human library event said by a person with chronic conditions. In some situations there are readers who are emotional. To prevent any harsh exchange of conversation, the human book must remain to be calm. Afterall, the human library is a place for dialogue. The lack of trust among law enforcement can also be a topic of interest. In this session, the human books enjoined their readers to restore faith among people who manage peace and order since they represent the communities they serve. The most watched video in the playlist is the session on transgender with four panel members. It has more than 800 views. At the same time, it also received the number of highest dislikes among all videos. 90% of dislikes went to this video.

5.3 De La Salle University Libraries HL

Since DLSU Libraries started their Human Library Program six years ago in 2014, a total of 29 HL videos were publicly available in their YouTube account. The average video duration is 33 minutes. Viewers of the playlist might not understand the video since the language used is in vernacular. Subtitles may also be confusing to read. The stereotypes tackled during their sessions are atheist, tattooed people, persons living with HIV, LGBTQIA+, political personalities, and faithful devotees. Their videos received a 97% approval rating. Table 5 provides a summary of user engagement of DLSU Libraries' YouTube playlist on human library.

Table 5 Summary of User Engagement of DLSU

Number of Comments	Number of Views	Likes	Dislikes
60	31,506	460	14

With over 22, 000 views, the human book catering to bisexual had the most number of views. It also received almost 50 comments, 355 likes, and 8 dislikes. In this specific session, the mood is light and the human book speaks genuinely in her native language. The session on

political personalities particularly by Vico Sotto received almost 5, 000 views with 11 comments, 61 likes and 1 dislike. This session breaks the prejudice on traditional politicians who do not fully serve the people with integrity and sincerity. Watching human books online will also make the readers feel close to the person. In the session of Br. Mark Salvan FSC, where he represents those people judged for their pure vocation, he engages his readers and transcends that inviting atmosphere even to those who watch him. His way of telling stories is appealing.

6. CONCLUSIONS

Information sharing is becoming accessible for those who have stable internet connection. Libraries maximize the use of social media platforms and video sharing sites in order to expand the availability of their programs and services. As the world of YouTube is being explored and analyzing user engagement with the library accounts, interaction is low. The use of a video sharing site to promote the products of a library is an additional online space for 24/7 interaction. Using YouTube to realize the ultimate goal of Human Library to address prejudice, stereotypes and discrimination is commendable. It needs more marketing strategies to entice more viewers to visit their channels. The amount of viewers, users, and subscribers informs us that there needs to be more effective ways to get people's attention. However, no matter how small the viewership is, the stories told during sessions will last forever. These stories when discovered will be a source of social and emotional support to even just one person watching it. Those videos with more comments found their niche and created a venue for deeper connection among users. It is hoped that these videos will generate more viewers and that the objectives of the Human Library is attained in an online environment.

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