

# Institution Case Study: YouTube

**Completed by: J. Walker**  
*Date Completed: April 27, 2011*

## PLACE INFORMATION AND INTRODUCTORY GENERAL OBSERVATIONS

### Location Address-URL:

<http://www.youtube.com>

### Introduction and Location Background

Each institution is unique in its own way. The idea of this case study is to analyze its components by the following general sections and detail considerations that are either good or poor. Being a case study, observations are subjective to the observer. This introduction takes into account the following general points of consideration (not all points will necessarily apply to this institution): *location data, purpose/mission of the institution, its background/history, and general feel of the facilities on arrival, etc.*

Founded in February 2005, YouTube allows many people around the world with open access to the Internet to discover, watch, and share originally-created videos with limited access to copy-righted material. It does this by being a distribution platform for original content creators and advertisers large and small to post their content for free so other can openly view them. The company is based in San Bruno, California, and was started by three former PayPal employees. It is currently a subsidiary of Google. Under the ‘about’ section of their site, they have an interesting timeline of their brief operational history as told in the hit videos of those times—ranging from the funny, international pop-culture, cat-humiliation, video blogging, indie music videos, political debates, and primary videos from historical events from around the world (like the riots in Iran, 2009).

As stated in the community guidelines, YouTube is not for pornography or sexually explicit content, or hate rhetoric and they do maintain a staff to review some of massive volumes of

DOI: 10.4018/978-1-4666-4739-8.ch021

video submissions. Their aim is create an ad hoc viewer community, of course under their for-profit business. The profit motive aside, YouTube has provided a solid and well-respected outlet for people around the world to submit their video content into one large collection. The idea was novel, and it has really exploded (as seen by the many different imitation sites) within our society.

## COLLECTION SPACE OBSERVATIONS

### Virtual Collection

#### Section general rating: 5

**Rating scale:** 1 = bad, 2 = bad-average, 3 = average, 4 = average-good, 5 = good

This section focuses on specifics in collection management of the institution's collection space. The general rating (listed above) took into account the following general points (not all will necessarily apply to this institution): *the virtual collections (ebooks, etc.), online databases, intranet, and Internet availability; as well as the ease of access, organization, and how searchable they are.*

Specific considerations worthy of a 1 (poor) rating or 5 (good) rating are detailed below. Considerations rating 2-4 will not be as well documented. The idea is to highly document practices which can either be avoided (in the case of poor) or utilized (in the case of good) in future planning and design in either library renovations or new establishments.

Accessing the massive collection of YouTube videos requires installation of the Adobe Flash Player plug-in for your Web browser. In January 2010, YouTube launched an experimental version of the site that uses the built-in multimedia capabilities of Web browsers supporting the HTML5 standard. This allows videos to be viewed without requiring Adobe Flash Player or any other plug-in to be installed (Agarwal, 2009 and Hathaway,

2009). Only browsers that support HTML5 Video using the H.264 or WebM formats can play the videos, and not all videos on the site are currently available in these formats (Shankland, 2010 and YouTube, 2010).

According to data published by market research company comScore, YouTube is the dominant provider of online video in the United States, with a market share of around 43 percent and more than 14 billion videos viewed in May 2010 (comScore, 2010). YouTube reports that 35 hours of new videos are uploaded to the site every minute, and that around three quarters of the material comes from outside the US (AFP, 2010 and Google, 2009). In March 2010, YouTube began free streaming of certain content, including 60 cricket matches of the Indian Premier League. According to YouTube, this was the first worldwide free online broadcast of a major sporting event (Sweeney, 2010). In November 2008, YouTube reached an agreement with MGM, Lions Gate Entertainment, and CBS, allowing the companies to post full-length films and television episodes on the site, accompanied by advertisements in a section for US viewers called "Shows." The move was intended to create competition with Websites such as Hulu, which features material from NBC, Fox, and Disney (Stone, 2008 and Kramer 2009).

In the beginning, the developers had experimented with accepting files with longer videos but found that a significant amount were of copyrighted material, such as TV shows and movies. Subsequently, the 10 minute limit was set in March 2006, and increased to its current limit in July 2010. Uploaded videos from a standard account are currently limited to 15 minute per file. Partner accounts can upload 2 GB via the Web-site and 20 GB with Java-based uploaders. After December 2010, YouTube allowed standard accounts with good records of maintaining the posted Community Guidelines and policies of copyrights to upload videos of unlimited length.

Their collection is truly eclectic when it comes to documenting history as it is being made. Many

4 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/institution-case-study/102379](http://www.igi-global.com/chapter/institution-case-study/102379)

## Related Content

---

### Drips Gallery: A Community-Driven Graffiti Library and Archive

Alexandra Lederman and Farah Jindani (2018). *Developing In-House Digital Tools in Library Spaces* (pp. 227-249).

[www.irma-international.org/chapter/drips-gallery/188108](http://www.irma-international.org/chapter/drips-gallery/188108)

### Embedded Librarianship: A High School Case Study

Buffy J. Hamilton (2012). *E-Reference Context and Discoverability in Libraries: Issues and Concepts* (pp. 237-253).

[www.irma-international.org/chapter/embedded-librarianship-high-school-case/57928](http://www.irma-international.org/chapter/embedded-librarianship-high-school-case/57928)

### Energy, Environment, and Sustainable Development Knowledge Center: A TERI LIC Case Study

Reeta Sharma and Shantanu Ganguly (2014). *Collaboration in International and Comparative Librarianship* (pp. 111-124).

[www.irma-international.org/chapter/energy-environment-and-sustainable-development-knowledge-center/103078](http://www.irma-international.org/chapter/energy-environment-and-sustainable-development-knowledge-center/103078)

### Intrapreneurship and Enterprise 2.0 as Grounds for Developing In-House Digital Tools for Handling METS/ALTO Files at the University Library Belgrade

Nikola Smolenski, Milena Kostic and Adam Milorad Sofronijevic (2018). *Developing In-House Digital Tools in Library Spaces* (pp. 92-116).

[www.irma-international.org/chapter/intrapreneurship-and-enterprise-20-as-grounds-for-developing-in-house-digital-tools-for-handling-metsalto-files-at-the-university-library-belgrade/188101](http://www.irma-international.org/chapter/intrapreneurship-and-enterprise-20-as-grounds-for-developing-in-house-digital-tools-for-handling-metsalto-files-at-the-university-library-belgrade/188101)

### National Library of Korea: South Korean Government-Run Digital Library-RISS and KRIC

Ook Lee (2000). *World Libraries on the Information Superhighway: Preparing for the Challenges of the New Millennium* (pp. 63-79).

[www.irma-international.org/chapter/national-library-korea/31490](http://www.irma-international.org/chapter/national-library-korea/31490)