

WATCH NOW: Web Videos as a Source of Online Information for Consumers

Raissa Karen Leitinho Sales

Post-Graduation Program at University of Fortaleza (UNIFOR), Fortaleza-Ceará-Brazil

E-mail: raikaren@hotmail.com

Danielle Miranda de Oliveira Arruda Gomes

Post-Graduation Program at University of Fortaleza (UNIFOR), Fortaleza-Ceará-Brazil

E-mail: danielle@unifor.br

Camilla Cruz de Carvalho

Post-Graduation Program at University of Fortaleza (UNIFOR), Fortaleza-Ceará-Brazil

E-mail: camillacruz@hotmail.com

Fabiane de Barros Figueiredo Cavalcante

Post-Graduation Program at University of Fortaleza (UNIFOR), Fortaleza-Ceará-Brazil

R. Dr. Pedro Sampaio, 570. Fortaleza-Ceará-Brazil. 60.177-020

E-mail: fabiane@secrel.com.br

ABSTRACT

This paper aims to classify web videos of products and services shared in cyberspace. For the data collection it was adopted a qualitative and an exploratory method. It was used an in-depth interviews and non-participant observation. The interviews were done with consumers who recognize the web videos as a source of information on products and services; and the non-participant observation was done with videos in the virtual sharing environment. As a result it is showed a characterization of sharing environment and consumer information in web videos (explorer, diffuser, opinionated, generator and activist), as well as web videos identification into three classes: Entertainment, Informational and Testimonials, divided into 14 categories. It was suggested three managerial implications: a) the relevance in monitoring this media to understand public perception towards brand, product or service; b) the relationship strengthening with consumers; and c) the strategies planning that stimulate the production of positive web videos.

Keywords: *Virtual Environment; Web video; Online Purchase; Online Information*

1. INTRODUCTION

When organized in virtual communities, stage for demonstrations in multimedia formats, consumers experience roles of trainers and opinions seekers (Schiffman and Kanuk, 2000). Publications and postings in text, video, audio and image emphasize the netizen power in making public their concerns and information seeking in solving consumer problems.

Consumers have a tendency to give more critical ideas about their daily routine and choices. When they are seeking innovation, they use the acquired knowledge through an almost constant searching for information on the internet to research or confirm the information already obtained at some point (Du Pin 2011).

Regarding the cyberspace, Mowen and Minor (2003) believe in an internet subculture, where users can increasingly use their online friends as an information source and product recommendations, that overcomes the influence of the family members, coworkers and friends.

Because of that, the available videos on the World Wide Web (WWW) are understood as communication tools to form information used by consumers. It is worth mentioning that the audiovisual and references in images producing are also impacted by the internet (Kilpp & Ferreira, 2012).

The sharing of daily actions, opinions and consumers experiences regarding network are inserted in the information searching for decision making and they are capable of causing behavior inferences. Purchasing takes place in physical stores or sites and it will provide a consumer experience that will be published, directly

or indirectly, in virtual environments such as web videos sharing. In this context, the study aims to describe the sort of web videos of products and services and shared at cyberspace through three main aspects: the characterization of the sharing environment; the identification of a netizens typology who seek information at web videos and a description of the identified web videos in sharing environments.

2. LITERATURE REVIEW

2.1 *Web videos as a source of information and sharing*

The shared content turns netizens into sources of information. The existence of exclusive communities for publishing videos on the web is due to the fact that the audiovisual is one of the chosen formats to share netizens opinions. Since the audiovisual is one way of sharing emotions, the netizens can have more detail and realism in their web experiences.

Regarding the understanding of sharing, Zanetti (2011) clarifies that the logic of sharing is based on the expected contribution and on the shared content. For Tapscott and Williams (2007), people share life goals and form support networks, in this way they obtain power in many ways. The consumer feels comfortable in sharing his/her purchase experience through the Internet as well as collaborating with others' experiences.

In order to achieve these purposes, netizens are willing to take new roles on market. There are three levels of netizens: 1) the ones that only replicate and consume the comments; 2) people that only participate with comments on online initiatives of third parties; and 3) those that actually actively comment (Terra, 2012).

In this sense, consumers exchange information and spread the word of mouth directly in the virtual environment. The term includes the search for others' opinion to confirm a recommendation from one to another (Solomon, 2002). On the web, this search takes place as the main source and includes information sharing, recommendations and reviewing online. Chu and Kim (2011) bring out a concept of word of mouth close to the purpose of this study, since they focus on any kind of opinion spreading, not necessarily with the idea of producing or sharing a market product. It is, therefore, a sharing of thoughts and ideas concerning a product, a service or an organization.

2.2 *Web sharing videos*

Little studies were identified in the business field regarding media as an object of study. Besides that, it was observed a lack of classification concerning products and services web videos. According to Meller and Miętkiewicz (2012), websites publications like YouTube, Vimeo and FileFront, which allow video sharing, enable a choice that goes beyond short texts or recommendations. It is a reality based on images and easier to understand and less bias.

According to Hsieh, Hsieh and Tang (2012) online videos are considered a type of eWOM. For them, consumers observe some factors before making media sharing, namely: a) the credibility, regarding persuasive creator intent, especially concerning the commercial purpose of the video; b) emotional involvement, in order to arouse emotions and encourage sharing; c) the multimedia resources used in order to influence netizens to prefer sharing videos with richer visuals and sound effects. Huang, Chen and Wang (2012) argue that consumers of this media, after viewing an online video, evaluate the video quality; then generate expectation of the media promotion benefits and finally, think of sharing.

In terms of consumption, in which step are considered content aspects, Lecinski (2011) highlights two types of most popular video for brand consumers, products and services. The former are demonstrations and product presentations and the latter are instructions and expert advices. The types of publications listed include the comments of netizens and experts who have experienced a product or a service, and from that experience, decide to promote their views and recommendations to other consumers in sharing communities.

The highlighted points on the online videos may be appropriate for analysis on the specific web videos sharing. From this perspective it is necessary a definition of web video. For Kilpp and Fisher (2010), production is a particular audiovisual format, navigable and playful, interactive and emergent, which is already being constituted in the process of convergence and is viewed as a powerful tool for many web videos. Thus, web videos are not perceived as materials produced specifically for publication on the web and to be accessed online. The information shared on the web via web videos and sought by consumers as a reference source of information for the purchase of products or services, therefore, determine the web video as a media used to accelerate and spread the word of mouth on the web.

3. METHODOLOGY

Considering the proposed objectives, the study can be classified as an exploratory research. This kind of work is indicated for qualitative research when the aim of exploring factors involves phenomena, presenting perspectives and meanings by individuals or groups to a social problem (Creswell, 2010). The method choice may also be justified because it is still a young field, having aspects unexplored. Exploratory research is conducted especially when the theme chosen is underexplored and becomes difficult to formulate accurate and actionable hypotheses about it. (Gil, 2009).

Regarding the selection of respondents, it is worth noting the delimitations stressed by Sampieri, Lucio and Collado (2006) on "type individuals". According to those authors, this type of population is used in exploratory and qualitative research, ignoring the quantity and standardization. For Bauer and Aarts (2002), an exorbitant amount of data can become a superficial analysis, presenting an unattractive research.

The respondents recognize the web videos as a source of information during the purchasing decision process. For Duarte and Barros (2008), the selection of respondents seeks to collect information based on the subjective experience. In this work, respondents were selected based on the networks and virtual contacts of the researcher. The subjects consisted in 25 respondents aged between 18 and 34 years old; 12 were male and 13 female; 19 undergraduates and 6 graduate students; 18 are residents in the Northeast of Brazil (Ceará, Paraíba, Pernambuco and Rio Grande do Norte); 4 live in the Southeast of Brazil (São Paulo); 1 live in the South of Brazil (Santa Catarina); and 2 live in the North of Brazil (Pará).

For data collection, it was used interview and non-participant observation. The non-participant investigation was mainly used for classifying the web videos of products and services. During the in depth interviews, consumers described the web videos used for a purchase decision. From these descriptions, it was identified the products and services web videos. In addition, it was done a new observation in the sharing pages, considering some dimensions identified in the interviews: the nature of the product or service, the represented character and the way the content is covered.

The web videos pages of YouTube were viewed during six months (from October 2013 to March 2014). During that interval it were viewed an average of 15 posts per week. The instruments for data collection were semi-structured individual interviews conducted in person or via virtual environment. A script with 18 questions was developed and targeted to consumers who noticed the web video as a source of information during the purchase decision process.

The face-to-face interviews were six in total. They were conducted in an average of 20 minutes via an audio taped interviews and later transcribed. The online interviews were 19 in total. They were conducted by chats on social networks and they had an approximate duration of 27 minutes. This stage of data collection occurred during three months, from January to March of 2014. For the completion of data collection, it was observed the saturation criterion (Gaskell, 2002).

The data analysis proceeded through the technique of content analysis in order to exploit information about human behavior and discover the meaning of the manifest content (Bardin, 2006; & Minayo, 2001). The content analysis of the interviews were employed in order to systematize three key stages suggested by Godoy (1995): 1) pre-analysis (organization, work schema, procedures and "floating" (initial) reading, preliminary); 2) material exploration (decisions' compliance took in the first phase); and 3) treatment of the results and interpretation (use of techniques to find patterns, trends, or implied relationships).

4. RESULTS

4.1 *Environment characterization for the web videos dissemination*

Consumers who seek information on products and services recognize the internet as the first searching source. They can find in virtual environments information such as: the product utility, manufacturing process, durability testing, comparative price and quality, suppliers and brands options, business reliability, sales site and conditions of delivery and payment.

According to some authors, such as Del Pino, 2011; Lecinski, 2011; Phelps, Lewis, Mobilio, Perry and Raman, 2004 and Terra, 2012, consumers use blogs, forums, social networks, recommendation sites, sharing sites and review pages, for searching and sharing experiences.

During the interviews it was noticed that virtual environments were mentioned to:

- Seek the facebook page and any further reference on Youtube" (Respondent 7);

- Access the sites for reviews, forums and sites that show real people talking about the product / service (Respondent 9);
- Google the product first and take a look at specialized reviews sites (Respondent 13);

See reviews of a website or a blog, by looking at the first three links at Google and from there to YouTube (Respondent 17).

In terms of sharing video sites, all respondents have the reference from YouTube and more than half do not know another site for sharing videos. When consumers access directly the YouTube or a Webpage through blogs or social networks, they faced a searching engine located at the top of the page, where they are informed about searching keywords.

When consumers access a homepage directly from YouTube, they simply write the name of the product or service to begin the search. By clicking on the magnifying glass search, consumers display a new page with videos related to the term written.

Still on the first page, it is possible to explore the general indications of the videos in the “Popular at You Tube – Brazil” (Populares no YouTube – Brasil); “Recommended” “Channel recommended for you”; “Games”; “Music”; “Cinema”; “Sports” (YouTube, 2013). But it is rare to find in these options specific videos about what one is really looking for.

When accessing a page with the list of videos about products or service, consumers find an indication of the approximate amount of results for the search as well as the possibility to filter videos by shipping date; type of result; duration time; characteristics; and sorting by relevance. In addition to the filter, the consumer can choose to watch a video based on each sharing characteristics, which are informed by viewing an image taken from the video; file naming; identifying who shared; sharing data; amount of views; and a brief description or summary about the video.

When the consumer selects a video, a new page is loaded, and in that page it is possible to have access about information related: to the video, to the Internet user's profile, to the reviews posted by others who watched it and also an access to a list of related files that are available for information display. If the consumer has an account on YouTube, on that same page he/she can tell whether or not he/she liked watching the video, add it to his/her list of files and follow the profile of who published it.

From the activities available for consumers in reviewing sites it was possible to observe and characterize the behavior of online consumers in five types (as shown in table I).

According to the identified typology, this study broadens the understanding of Terra (2012), who found in its research three types of users-media: 1) those who only consume content and replicate; 2) those who only participate with comments on online initiatives of third parties; and 3) those that actually actively produce content. When considering the consumers surveyed, 12 were identified as diffusers netizens. The remaining respondents are divided into 7 opinionated types; 4 generator types and 2 activists.

Regarding the publication of new videos on YouTube, it is worth to mentioning that Internet must be registered with account and password. Besides identification, to decide sharing, the user fills out a form about the content that will be showed, such as duration, name, place and recording date. They also select a video category that will be uploaded - animals; automobiles; science and technology; comedy; education; entertainment; sports; movies and cartoons; guides and styles; games; music; news and politics; people and blogs; nonprofit / advocacy purposes; Travel and Events (YouTube 2013). The categories available at YouTube are generic, arranged by sharer, include any type of publication and are not seen by the Internet user.

When considering the theoretical references and the description of the search and web videos sharing environment, it was observed a lack of classification that characterizes and organizes the specificities of that media regarding the products and the services publications.

4.2 Products and services classifications in shared virtual environments

During the in-depth interviews, consumers described the web videos utilized for their decision making purchase. From these descriptions it was identified types of web videos regarding products and services. In addition, it was done a new observation in the sharing pages, considering some identified dimensions found during the

interviews, such as: the nature of the product or service, the representing character and the way the content is approached.

From the analysis of the two sources of data collection (interviews and online observation) it was possible to classify the web videos publication into three categories that were divided into fourteen subcategories, presented in table II.

Regarding the game subcategory, it was identified during the interviews when a consumer described a publication seen to buy clothing:

The video was made by a consumer of computer games. In the video, the player appears on the game screen using his/her webcam wearing the brand clothes and referring the brand with catchphrases every time that a good move is done. (Respondent 15).

Other types of publication intending to entertain using humor and animation were identified from observation. It was observed a web video in which a character with a man's body and a head clown is the "wrong" netizen who criticized the service offered, but actually it was not performed by the phone company.

Regarding the informative web videos, there were six subclasses were identified: utility; novelty; educative; comparative; social responsibility and institutional. The useful character of products and services was emphasized by the respondents during a kids' item purchasing, choosing a car accessory and hiring hosting services:

I always buy toys for my kid via internet. I remember a video that I researched to see other children playing with the product. It was very interesting, because the utility for my children would be the same faced by those children (Respondent 11).

I remember a web video that I watched to buy a headlight accessory for my car. I saw the usefulness and models in videos. (Respondent 12).

I searched a web video to book a hotel. It showed exactly how was the hotel installation and also tourists on the accommodations and recreation area (Respondent 18).

Others web videos of utilities were observed to demonstrate the purpose or usefulness of products for cleaning and hygiene. One shows a web video in which a housewife handles bleach in an attempt to show their performance in bleaching clothes.

The novelty web Video has the purpose of informing with details, curiosities and innovations of products and services. They are exemplified by the respondents who sought information about releases and technology models:

I'm thinking of buying an innovative baby liss called Miracurl BabyLiss Pro. So, because it is a new technology in the market, I watched a web video about it in order to know how it really works (Respondent 13).

Still regarding the "informational" class, educative web video stands out with the formats of tutorials and publications aiming to guide through an explanation and exhibition of a step by step video.

Once I wanted to do a course on Photoshop program, I followed some tutorials that taught how to use the program. So, when I began the course I knew at least the base (Respondent 6).

It can also be an example of the "informational" category a web video in which the netizen guide consumers in culinary activities.

In the fourth informative subcategory, the comparative web video, it was appointed by the interviewed consumers as a source of comparison:

I saw the video of the Galaxy S4 that shows the tests of video, camera, picture and sound compared to other competing devices (Respondent 20).

The Social Responsibility web video sub classification considers publications whose focus is to demonstrate to others another utilities for the package or parts of products to be discarded.

When I was ordering a birthday souvenir, I watched many interesting videos teaching how to recycle Tetra Pak and other pet bottle. It really had a huge sort of things to craft. (Respondent 16).

The Institutional web video subcategory includes posts from companies, such as those cited by respondents who used web videos published by the manufacturer or representative:

I bought a phone that I would like to know more about the applications. At the purchasing site it has a video explaining the applications and the most popular resources (Respondent 7).

Before buying a cutting machine via internet, I watched a demonstration video from the company and also a Youtube video about the machine and its function. (Respondent 10).

It was also identified publications of Non Governmental Organizations (NGOs) in what organizers produce posts about the performance of the institution, which therefore can be used by consumers in order to be informed about the services of these organizations. An example is an animal shelter that shows the dependencies and the number of dogs and cats for adoption.

For the testimonial web videos, five types were found. These publications highlight the participation of consumers that show, attesting or disapproving, the effectiveness of the product or service. At the complaint web videos, it was emphasized some objections to the manufacturers or distributors:

“Once I was going to buy a product online, on a site that I had never bought. I was searching about delivery, so I saw several videos where people spoke of the failures of that service. As I researched, the consumer showed the site and gave all the details of the request, the talking, the service and the store answers. There was complaint of theft, including not only the site I was looking for, but also with large and well known companies (Respondent 22).

“In experimental publication, the focus is on experimentation and on testing the product or service. These web videos are usually searched to confirm that a product or service works. Postings of this kind are common named "I tested" or "test".

The video was a woman with long curly hair testing a hair conditioner that is really good. "I tested," says the title, so I watched it, I saw someone testing the product, then I bought it.” (Respondent 6).

Another consumer, experiences an Iphone waterproof cover, dipping the device (with the waterproof cover) into a container with water and then, after removing it, it is attested that the phone is still working properly.

Regarding the Dramatic web video subcategory, consumers can use it in a purposeful way, showing how the use of certain products may end up in disastrous consequences. In this case, it can be used for warning other consumers as shown in the following example:

“I was thinking of dyeing my hair, so I decided to see some videos. One of them showed a consumer testing a mix with hair dye and other products in a lock of hair that she had cut. The lock of hair broke down and got all spoiled. So, after I watched that tragedy I always read carefully if I can use a certain product on my hair and I never ever bought the showed mixture.” (Respondent 9).

The celebrity subcategory is characterized by posts that show products or services used by celebrities/famous people or even products produced by them. In some cases, the netizens are inspired by famous people to use some products. So, after using it, they mention what are the ideal products to get a celebrity look.

A video posted by a blogger about the makeup of Beyoncé at Rock in Rio, showed that in the first step of the makeup it was used the BB Cream, the product that I was looking for more information. I trusted in two references: the singer and the blogger, who also used the product (Respondent 5).

A flat ironing web video talking about the launch of TAIFF (a brand of flat ironing) says first something very technical. The hairdresser presents a tutorial about the ironing and shows videos in real time, attesting the “before and after”. His influence is very good. He says "Do you want this?", "Do you want a hair like that?" He also highlights the practicality: in five minutes you get a completely smooth hair." He is a hairdresser who uses the product, which has a partnership with TAIFF (Respondent 16).

The video was about the Honda City (a car model by Honda) it described the product in relation to the qualities of the engine, consumption, the car technological innovations, in addition to safety, comfort, noise, cost-benefit and price. At the video it is shown a television car presenter showing its road performance (Respondent 14).

It is worth mentioning, about the web video classifications, that it is possible to find publications that can be categorized into more than one class, since informative or novelty web video can also be identified as testimonial because of a presence of an expert or a blogger:

I'm thinking of buying an innovative baby liss called Miracurl BabyLiss Pro. Since it is a new technology in the market, I searched to attest how it really works (I searched at You tube). The video is about a blogger that talks about the product: the brand, she makes a demonstration of the operation in her hair; she shows the lock size needed to perfectly curl the hair; the needed time; the temperatures of the baby liss and the material that it is made out of (Respondent 13).

The proposed classification identifies and mentions specifically web videos that deal with products and services, without trying to generalize the video publications available in virtual environments.

5. CONCLUSION

This paper aimed to analyze the sharing of information on products and services through web video as an aspect of influence in the purchase decision process. The study shows the importance of the web videos information during the consumer decision process, as well as the influence of the characteristic elements of the communication media in purchasing.

Both interviews (in person and virtually) revealed some daily activities for consumers who wish to buy online products and services: the searching for information on the web, the seeking for online publication of others' purchasing experience, consumers' demonstration in social networking sites and also complaints. In parallel, it was noticed that information with experiences and netizens' opinions are more likely to influence the buying decision. Regarding the main channel for gathering information, the web is on the top of the list.

Based on the data collection it was suggested a web video classification: entertainment, informational and testimonials, divided into 14 subcategories: game, humorous, animation, utility, novelty, educative, comparative, social responsibility, institutional, complaint, experimental, dramatic, celebrity and specialist.

In this sense, the organizations can monitor the media through the video sharing in order to understand the public perception towards the brand, product or service. Moreover, it is possible to strengthen the relationship with the consumer, providing feedback to comments and opinions disclosed at web videos and also plan strategies to stimulate actions that encourage the publication of positive web videos.

As a proposal for further research, it is suggested the use of the web video classification in order to deepen the knowledge about each of the identified types through a netnographic study as well as a further exploration of the language aspects and particularities of specific markets.

REFERENCES

- Bardin, L. (2006). *Análise de conteúdo*. Trad. L. de A. Rego e A. Pinheiro. Lisboa: Edições 70.
- Bauer, M. & Aarts, B. (2002). A construção do corpus: um princípio para coleta de dados qualitativos. In: Bauer, M. W. & Gaskell, G. *Pesquisa qualitativa com texto, imagem e som – Um manual prático*. Petrópolis: Vozes.
- Chu, S. & Kim, Y. (2011). Determinants of consumer engagement in electronic word of mouth (eWOM) in social networking sites. *International Journal of Advertising*, 30 (1), 47-75.
- Del Pino, C. (2011). La búsqueda de la implicación con el consumidor como herramienta de comunicación en el nuevo espacio publicitario: ejemplos paradigmáticos de experiencia de marca. *Revista de Estrategias, Tendencias e Innovación en Comunicación*, 1.
- Duarte, J. & Barros, A. (Orgs.). (2008). *Métodos e Técnicas de Pesquisa em Comunicação*. São Paulo: Atlas.
- Du Pin, S. G. C. (2011). *A influência das redes digitais na busca de informação e no processo de decisão de compra do consumidor*. (Dissertação de Mestrado em Administração e Desenvolvimento Empresarial, Universidade Estácio de Sá, Rio de Janeiro). Retirado de <http://portal.estacio.br/media/3457243/dissertacao-shyrlei-guiterio.pdf>
- Gaskell, G. (2002). Entrevistas individuais e grupais. In Bauer, M.W. & Gaskell, G. *Pesquisa qualitativa com texto, imagem e som – Um manual prático*. Petrópolis: Vozes.

- Godoy, A. S. (1995). Introdução à pesquisa qualitativa e suas possibilidades. *Revista de Administração de Empresas*, 35 (2), 57-63.
- Goldsmith, R. E. & Horowitz, D. (2006). Measuring motivations for online opinion Seeking. *Journal of Interactive Advertising*, 6 (2), 1-16.
- Hsieh, J., Hsieh, Y. & Tang, Y. (2012). Exploring the disseminating behaviors of eWOM marketing: persuasion in online video. *Springer Science+Business Media*, 12, 201-224.
- Huang, J., Chen, R. & Wang, X. (2012). Factors Influencing Intention To Forward Short Internet Videos. *Social Behavior And Personality*, 40 (1), 5-14.
- Kilpp, S. & Ferreira, L. R. (2012). Estatuto do audiovisual de TV na Internet. *Contemporânea – Comunicação e Cultura, Bahia*, 10 (2), 289-301.
- Kilpp, S. & Fischer, G. D. (2010). Janelas de Flusser e Magritte: O que é, afinal, um webvideo? *Intexto*, 2 (23), 36-49.
- Lecinski, J. (2011). *ZMOT: Conquistando o momento zero da verdade*. Chicago: Google Inc.
- Meller, D. & Mietkiewica, M. (2012). Zero Moment of Truth – nowe wyzwanie dla zarządzania marketingowego. *Journal of Management and Finance*, 2 (2), 135-149.
- Minayo, M. C. S. (Org.). (2001). *Pesquisa social: teoria, método e criatividade*. Rio de Janeiro: Vozes.
- Mowen, J. M. & Minor, M. S. (2003). *Comportamento do consumidor*. São Paulo: Prentice Hall.
- Phelps, J. E., Lewis, R., Mobilio, L., Perry, D. & Raman, N. (2004). Viral Marketing or Electronic Word-of-Mouth Advertising: Examining Consumer Responses and Motivations to Pass Along Email. *Journal of Advertising Research*, 44, 333-348.
- Sampieri, R. H., Collado, C. F. & Lucio, P. B. (2006). *Metodologia de Pesquisa*. São Paulo: McGraw Hill.
- Schiffman, L. G. & Kanuk, L. (2000). *Comportamento do consumidor*. Rio de Janeiro: LTC – Livros Técnicos e Científicos.
- Solomon, M. R. (2002). *O comportamento do consumidor: comprando, possuindo e sendo*. Porto Alegre: Bookman.
- Tapscott, D. & Williams, A. (2007). *Wikinomics: como a colaboração em massa pode mudar o seu negócio*. Rio de Janeiro: Nova Fronteira.
- Terra, C. F. (2012). Como identificar o usuário-mídia, o formador de opinião on-line no ambiente das mídias sociais. *Revista Internacional de Relaciones Públicas*, 2 (4), 73-96.
- YouTube. (2013). Retirado em 10 março, 2013, em <http://www.youtube.com>
- Zanetti, D. (2011). *A cultura do compartilhamento e a reprodutibilidade dos conteúdos*. Rio de Janeiro: Ciberlegenda.

Table I

Netizens typology who seek web videos information.

Type	Description
Explorer	This netizen navigates to seek information on web videos exclusively to make their decisions. This type of netizen is marked by an interest in receiving information.
Diffuser	This netizen searches and have the initiative to disseminate information acquired. This profile can be recognized by the action of replicating shared content by others.
Opinionated	This netizen views the web videos and contributes with additional third-party information. Can be highlighted, in those actions, participation with comments and ratings in web videos from other Internet users.
Generator	This netizen consumes and produces online content actively. The generator can be recognized by an interest in participating with his/her owns content, contributing to the expansion of new publications in virtual environments.
Activist	The activist focuses on seeking disseminated information, as well as opines about it and spread it. The sharing and the point of view of this netizen mark their activities in virtual environments.

Prepared by the authors based on data from the survey and collected data (2014).

Table II
 Products and Services web videos classification.

Web video Categories	Web video subcategories	Description
Entertainment	Game	Publications that use scenarios, characters and demonstration of virtual games to display products and services.
	Humorous	Posts intending to mock or make fun by using humor elements, with formats, language or comic characters.
	Animation	Productions that use resources of illustrations, pictures or cartoons in order to make the content more attractive and funny.
Informational	Utility	Web videos aiming at contributing through aspects such as benefit, advantage and application of a product or service. These are publications that demonstrate the products utility.
	Novelty	Publications whose thematic are technological innovations of models or brands of products and services.
	Educative	Productions focusing on teaching consumers to use a particular product or service, showing the steps and use possibilities.
	Comparative	Posts that intent to compare the benefits and characteristics of products and services available in the market.
	Social Responsibility	Publications focusing on linking products and services to politically correct social and environmental actions.
	Institutional	Web videos posted by organizational initiatives, focusing on products and services offered by organizations.
Testimonials	Complaint	Publications produced by consumers in order to communicate or demonstrate to others a mistake, a deception or an abuse caused by a product or service
	Experimental	Posts that reveal the consumers' comments and reviews about an experienced product or service.
	Dramatic	Web videos in which consumers themselves expose a disastrous consumption experience or demonstrate a tragic experiment with a product or service
	Celebrity	Productions that demonstrate the use of products or services by famous people or that are written by them.
	Specialist	Web videos that use expert people to explain and demonstrate products and services.

Source: Prepared by the authors and based on research data (2014).