

Impact of Emerging Technologies in Social Media on Education-A Study

Dr Jasmeet Kaur¹, Dr Deepty Gupta²

(Assistant Professor, Dept. of Education, Manav Rachna University¹)

(Assistant Professor, CIET, NCERT, New Delhi²)

Email: jasmeet@mru.edu.in¹, deepati12007@gmail.com²

Abstract- Media is elementary to any society as it provides the basic groundwork for a democratic political and social culture. Independent of govt. control, social media is finding a quick and responsive audience. The creation of new forms of digital social media has further transformed the ways in which many people communicate and share information Likewise it is playing an important role in the field of education also. Social media is empowering teachers, parents and students to share information in new ways and build a new sense of education. Social media is proving helpful in many ways, be it collaborating for projects, finding summer internship or sharing success stories etc. But on the other side attention has to be paid on negative effects of social media also e.g. cyber bullying, negative impact on student vocabulary etc. Considering the positive upside, it should not be degraded rather be raised up to the aspirations of people. The need of the hour is to consider the holistic picture of social media, culture and social development. An integrated research agenda will facilitate deeper understanding of the relationship between media and social progress. In the present research paper, authors have attempted to conduct a small scale research to find out the perspectives of teachers of higher education regarding role of social media in advancement of education sector. The sample consists of 35 persons from teaching fraternity. An attempt has also been done to discuss the related latest researches done in the past and implications of the present study based on findings.

Index Terms- *Social Media; Higher education; Teachers*

1. INTRODUCTION

No doubt that Information and Technology, in particular social media, plays an important role in shaping the lifestyles of Indians. Indians are generally using social media to build virtual communities, groups, to interact and to chat. But Social Media is not confined to personal lives only but also playing a significant role in politics, business, sports and education etc. It is all about generating knowledge, disseminating knowledge, collaboration and networking. All these features are of enormous value in case of higher education. Facebook created by Mark Zuckerberg, Twitter, a micro blogging site, YouTube created by Steve Chen and Chad Hurley with a provision of sharing videos, LinkedIn, the best social media platform for professionals, Edmodo for educators to connect with students and parents, wordpress- a full content management systems, teachertube- a platform for sharing instructional videos and content, etc. constitute social media in the field of education.

As the internet exposure is increasing, educators are becoming more and more aware of the need to incorporate social media into the classroom. Using these tools like Facebook, twitter, blogs, WhatsApp technologies, teachers are making efforts to engage students in the process of constructive learning. These sites are becoming the key to communication in the

world. Teachers need to keep themselves updated with this, especially at the higher education level, as most of their students are active members of many social networking sites. *Although the worth of social media in education depends on the content and purpose behind the network.* This view has also been supported by experts. “The use of online learning platforms via social media is not an option in education anymore, as teachers and practitioners preparing 21st century learners, we must acknowledge its significance and try to explore the best possible ways to get maximum benefit out of them. The most important reason for this is: This is the Way in Which Our Students are Learning Today!” (**edWeb.net, 2009**).

It is evident that these user friendly technologies are facilitating collaborating, discussing ideas among students, project-based learning, connecting with other students around the world and gaining higher-order thinking skills etc. Several studies that have examined the role of online platforms have supported its role in the field of higher education and thereby its impact on national development. According to Rosen “Welcome to the Net Generation. Born in the 1980s and 1990s, they spend their days immersed in a “media diet” accumulating a fulltime job plus overtime devouring entertainment, communication, and every form of electronic media. They are master multitaskers, social networkers, electronic communicators and the first to

rush to any new technology.....”(Kirschner & Karpinski, 2010)

The role of social networking sites in education has also been highlighted in terms of its integration with daily experiences. “The use of SNSs allows educators to enhance the prescribed curriculum. When learning experiences are infused into a website, students utilize everyday for fun; students realize that learning can and should be a part of everyday life. It does not have to be separate and unattached. Informal learning consists of the learner setting the goals and objectives.” (Srivastva, 2012)

Considering the daily use and popularity of social networking tools, these can be utilized fruitfully in education. The same view has been supported by various researchers. “As the popularity of Facebook and other social networking sites continues to grow, educators are seeing their potential for use in education, realizing that social networking sites may have the ability to promote both active learning and collaboration” (Maloney, 2007).

Various studies have also been done to assess the effectiveness of social media. In a study conducted by Pratisha Padmasri Deka from Cotton College, Guwahati, Assam, India, it was found that in response to positive impact of social media in education 35% students replied that it has helped in technological skill development, 30% believe social media is helpful in development of communication skill while 35% supported it helps in gathering information and reference material for studies. (Padmasri, 2015)

There is also enough evidence available on usefulness of online practices in guiding and instructing students. “Extending mentoring to the online environment ensures flexibility and convenience of use by both mentors and mentees and may offer unique opportunities for mentors to offer additional support and connect mentees to the growing number of college planning, career planning, and other educational resources on the web.” (Podoll & Randall, 2005)

As with any technology application, there are both positives and negatives. Unfortunately for proponents of this position, there is much empirical documentation concerning the negative effects of attempting to simultaneously process different streams of information showing that such behaviour leads to both increased study time to achieve learning parity and an increase in mistakes while processing information.

Educators are also concerned that the use of sites like Facebook may negatively affect academic performance. A recent study showed that students who spent more time on Facebook spent less time studying and had lower GPAs (Karpinski and Duberstein, 2009).

However, whether or not such an effort is likely to succeed, when to use and how to use are among the central questions that need to be addressed. If such an effort has a reasonable chance of success at improving teaching and learning, it is also vital to carefully consider the manner in which this new technology can be used to do so. But it also makes sense to think about ways to incorporate specialized social networking tools in process of education. It is the focus of this study to explore teachers’ perceptions and responses to these foundational questions in order to arrive at suggestions and practices that are most promising when integrating social networking into higher education courses.

2. OBJECTIVES OF THE STUDY

1. To find out the degree to which teachers are currently using social media systems for activities relating to academic work.
2. To find out the perceptions of teachers regarding value of integrating a social media systems with higher level education.
3. To find out the perceptions of teachers regarding barriers or problems related to integration of social media systems with education.

3. METHOD AND PROCEDURE OF THE STUDY

3.1 Method Used- Descriptive survey method has been used for collection of data.

The survey was administered in paper form to the participants. The survey contained items regarding the frequency of use of a social media tools, the likelihood of participating in given types of activities that have been described by different researchers and other possible academic uses of social networking systems. The survey also included preferences concerning multiple aspects of social networking in an academic setting. Using open-ended items, participants were also asked to describe any anticipated benefits, problems or concerns with using social media tools.

3.2 Tool For Data Collection-

A questionnaire containing nine questions each having sub-parts was prepared in order to collect teachers’ views.

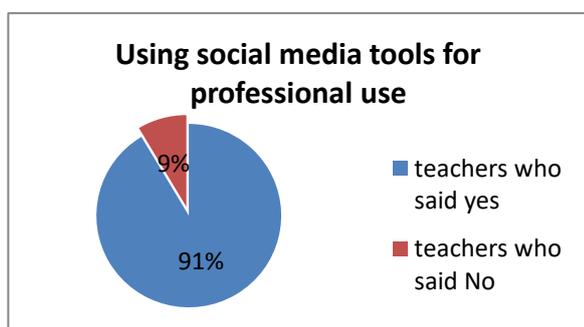
3.3 Sample—

The sample of the study comprised of 35 teachers teaching undergraduate classes. Various private and government higher education institutes in Delhi. Convenient sampling method was used to select the institutes and respondents.

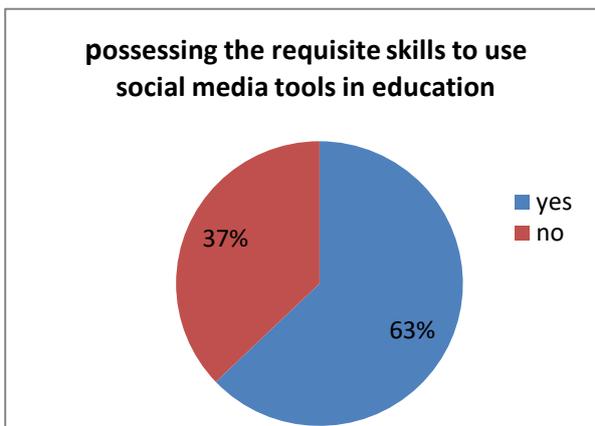
4. FINDINGS

On the basis of data collected, findings can be presented as follows in order to answer research questions:

Q. Are you currently using any of the following social media tools for professional use?



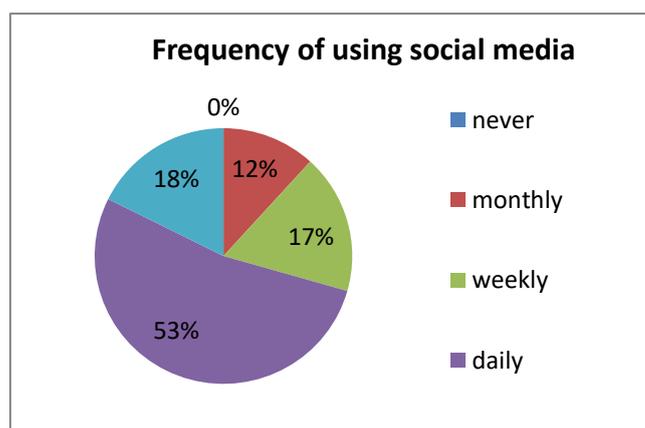
Summary of respondents' views:



Summary of respondents' views:

- unaware of many technical issues
- almost enough skills to use, but still lot to learn
- to some extent, but many new tools are not known, training of skills required
- needs to keep updating
- not all but some, use can be increased based on requirement
- training required (in-service workshop)

Q. How frequently you use social media tools for your professional work? Please tick the right option.



Type of social media	Number of users
You Tube	18
Wiki	16
Blog	10
Google Apps	12
Twitter	3
Teacher Tube	3
Slideshare	17
Whats App	17
Facebook	12
Edmodo	2
Email	20
Wordpress	6

Q. Do you think that you

have all the requisite skills to use social media tools in education?

Q. Please tell us that whether you are using any social network for the given purposes.? Also indicate your preference for using this type of technology in education for the following purposes.

Findings:

Table 1: Preference of respondents regarding use of social media for given purposes.

Possible use	Are you using any social network for the same	
	YES	NO
Sharing information and resources with educators	29	3
Creating professional learning communities	20	4
Connecting with peers and colleagues	25	2
Addressing Problems posted by students	19	5
Sharing of experiences	20	4
Group enforcement , encouragement	17	8
For assignments/projects.	21	5
Electronic quizzes/tests	13	9
Downloading audio-video resources	29	0
Uploading the developed content	19	5
Using discussion forums	15	8
Chatting with colleagues/ students for professional work	24	3
Event planning	15	11
Interact with students on Twitter by posting their favourite quotes or facts from a particular lesson	8	11
sharing research findings, and student initiatives	15	8
Any other use:Online Courses, Updating notes on web portal, providing extra material		

Q. Give your opinion regarding the following generally discussed cons of social media as a learning tool.

Findings:

Table 2: Preference of respondents regarding perceived problems and barriers.

Cons of social media	No. of respondents
It leads to Distractions	20
The risk of cyber bullying	26
Additional burden on teacher	8
Inappropriate content sharing or exposure	24
Lack of continual monitoring	22
Discourage face to face interaction	14
Time consuming	14

Summary of respondents' views:

- It depends on capacity , type and availability of hardware
- Many times if not guided then leads to distraction
- Initial effort takes time but saves time later
- Monitoring is required
- Cyber law can be violated, exposure should be provided according to age
- Cyber bullying awareness required
- More training opportunities required to be more efficient and productive
- Need to learn security options to protect ourselves
- Parent can opt for smart monitoring option based on maturity level of children
- Students do not use analytical skills while using this material
- Wastage of time if internet not working

Q. Which is the most powerful platform of social media for education purpose and Why?

Findings: Among all the tools, 40% teachers think that YouTube is one of the powerful social media tools now days. This was followed by Facebook, Whats app, Slideshare and Wikipedia. These tools are powerful because they can be customised, user friendly, interactive, easy to use, accessible, address users' issues, possibility of sharing almost every kind of document and speedy.

Q. Any exemplary case of positive/ negative impact of social media on education of any student of your class

Findings:

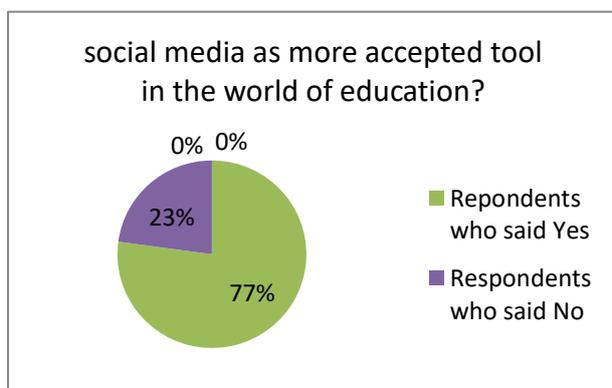
Major Positive impacts:

- Students created their own blog with help of word press and blogger
- Used slides to grab attention and solved disciplinary problems in noisy class
- My students became familiar with practical knowledge by watching videos
- Information about missing child and collection of fund for any educational work
- Contributed to overall growth and development of my student
- often refer to you tube videos to understand concept
- Students could express well who can't speak much in class

Major Negative impact:

- Risk of cyber crime
- Too much disorder due to using cell phone regularly in class by students
- used wiki but got inaccurate information

Q. Do You agree that social media should become more accepted tool in the world of education? Give remarks also.



Summary of respondents' views:

- To judicious extent, it is acceptable as means of one to one interaction
- Careful planning is required
- Needs suitable infrastructure and training of educators (should not be an extra burden)
- It assist inclusive education
- It helps to gather information, facilitate communication and students become socially active.
- It can counter and balance the problem of accessibility, lack of teachers, low learning level among students

- It encourages research attitude amongst students
- It is much needed in today's world with changing condition of education and youth
- Opportunity to student to expand their learning beyond 4 walls of CR

Q. Suggestions for smooth and significant use of social media in education.

Findings:

Summary of respondents' views:

- Needs monitoring of content on a regular basis
- Training of teachers for effective utilisation
- Making a part of curriculum of higher education
- It should be made more users friendly
- Guided use should be brought in
- Training for self discipline and responsible use by students
- Proper instructions about structured digital programme can avoid misuse of social media
- Restriction on some unauthorised webpage containing obscene and disturbing elements
- Workshop/seminar should be organised for teachers with respect to types of social media and their significance in education
- Facilities and infrastructure should be adequate
- Compulsory in service programme for teachers

5. DISCUSSION

From the results it was showed that almost 90% of teachers use various social media tools in education and among those tools email usage, Slideshare, WatsApp and Facebook were the highest. The other social media tools like teacher tube, Edomodo, Word press etc. still needs to be explored and needs orientation. 63% teachers approved that they have requisite skills required to use social media in education but some of them also said that they have the basic knowledge to use them and they need more training to enhance their skills. In case of the frequency of using social media tools, almost 50% teachers use on daily basis and 17% and 12% teachers use it on weekly basis and monthly basis respectively. There are some teachers who also use it multiple times a day. The survey data suggest that there is notable potential for social networking systems as an instructional tool. More than 50% of respondents use the social media tools for the purposes as highlighted in the table. As far as *Perceived Value of Social*

Networking Systems for the given purposes is concerned, Overall, all participants were largely in favour of all the possible use of social networking sites and other social media as a tool in their higher education courses. On an average 68% of teachers mentioned that cyber bullying, inappropriate content sharing and lack of continual monitoring are among various cons of social media. 54% of teachers also showed the concern that social media leads to distractions in learning. 62% teachers disagreed on the opinion that use of social media is additional burden on them. Teachers also gave additional remarks showing their concerns like need of more training opportunities, learning security options and wastage of time etc.

Overall, the open-ended items revealed that participants were largely in favour of the possible use of social media as a tool in their higher education courses. The major objections from participants came in two categories, distractions and privacy. Fifty-seven of the participants made comments indicating that Facebook would possibly be a distraction. One individual felt that, "it would be too tough to study while I could be talking with my friends". Another wrote, "I use Facebook as an escape from school." Some negative examples they gave were that risk of cyber crime, too much disorder while using cell phone regularly in class. Some positive examples were that students can create their own blog with help of word press or blogger, slides to grab attention and solve disciplinary problems and learning pace in noisy class etc. Almost 90% teachers agreed that social media should become more accepted tool in the world of education as it assists inclusive education, helps in gathering information, facilitating communication and to counter problem of accessibility, lack of teachers, low learning level among students.

The survey data suggest that there is notable potential for social networking systems as an instructional tool as well as there are notable concerns also. The following are **recommendations** that can be derived from these benefits and concerns.

- A defined policy with focus on educationally valuable use of the Internet -- clear instruction for teachers that Internet content used should be for high quality, well-planned instructional activities.
- Educating Students about online safety and responsible use.
- Effective technical monitoring- Proactive strategies to help students gain the knowledge, skills, and motivation to make safe and responsible choices.
- Institutes can help by providing information and guidance to parents and encouraging

parental involvement in their children's online activities.

- There should remain a clear and distinct line between the social networking sites used for personal reasons and those for professional ones.
- Maintain professional distance. It is not necessary for students and instructors to become "friends" (in Facebook terms) in order for communication and sharing. Instructors can create special separate accounts on social networking sites for educational purpose.
- Protect student privacy. It is likely that students will be more accepting of social networking systems for teaching and learning when they perceive that their privacy is not threatened. For this reason, including instructions on how to use Facebook (or another tool) in such a way that students do not give up their privacy to participate will serve to alleviate this concern.
- Continually evaluate efforts. As social networking tools become further integrated into personal, academic, and professional lives, it will be necessary to continually evaluate these tools with regard to their impact on student achievement and related aspects of academic pursuits.

List of useful Social Media Resources for teachers

<https://in.pinterest.com/>
<http://www.teachertube.com/>
<https://www.edmodo.com/>
<http://www.scoop.it/>
<https://vimeo.com/about>
<https://www.flickr.com/>
<http://classroom/>
<http://www.edtechmagazine.com/higher/>
<https://www.researchgate.net/>
<http://academia.edu/>

6. CONCLUSION

This paper has highlighted the role of social media in the field of education and thereby in national development. Use of social networking tools and other social media tools such as to support teachers in facilitating balanced education has been explored. The results have indicated that there are deeper educational benefits of different social media tools. Yet educational institutions have been reluctant to embrace these technologies. However, it should be noted that

this is a pilot study in the concerned field. Similar studies can be conducted with larger sample, more analytical tools and by comparing different reputed educational institutions. These platforms can be easily adapted for academic purposes and can be made more students friendly. The students we have now need to be aware with and navigate through this virtual world to be successful in their future. It should become more accepted in the world of education to use social networking sites in the classroom.

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