

Integration of Social Media in Teaching Learning Process

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Abstract

Social media is an internet based tool and experience in sharing of communication and interacting to anyone at anytime and anywhere. In this modern era, the way the instructors teach and the learners learning style drastically changed with the influence of social media. Social media is now a prominent avenue for personal and professional communication, with exciting educational uses emerging in stride. This paper tries to explain the approaches of integrating social media in teaching learning process.

Keywords: Social media, teaching, learning

INTRODUCTION

Social media takes on many different forms including magazines, Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, video, rating and social bookmarking. Research shows that there are different types of social media tools used in learning. Each social media tool has various functions and characteristics. The social media tools used by many educators, researchers, and scholars to enhance students' learning experiences include blogs, wikis, podcasts, Facebook, social bookmarking, social news, and media-file-sharing systems (Agarwal, 2011; Bosman & Zagenczyk, 2011; Dillion et al., 2007; Lui, 2010; McNaughtet et al., 2011; Tay & Allen, 2011).

Literature Review

Social media tools created a platform for the improvement of the educational process. To enrich the learning and teaching process with text, videos, and audio materials, the social media tools are useful, also it supports learning process of students and supports teachers in addition to the evaluation process (Urista, M.A., Dong. Q, and Day. K.D. 2009).

In this environment, students can freely share their opinions; share in discussions; communicate ideas, thoughts, and beliefs; and become active agents in their own learning experiences. Therefore, students can take responsibility for their learning and become engaged in problem solving, brainstorming, explaining, formulating questions, discussing issues, sharing ideas and information, and developing higher level thinking skills (Agarwal, 2011, Albors-Garrigos & Ramos Carrasco, 2011; Bosman & Zagenczyk, 2011). College students have great interest in social media. For the purpose of the study, social media was defined as Facebook, YouTube, Blogs, Twitter, MySpace, or LinkedIn (Wang, Qingya; Chen, Wei; and Liang, Yu. 2011).

Some argue that social media use plays a key role in helping students with particular educational tasks, such as information retrieval (Hrastinski & Aghaee, 2012). Twitter, particularly, has been found helpful in fostering in-class discussions and engaging students with their learning tasks (Kassens-Noor, 2012). The ubiquity of social media in virtually every aspect of children's and teenager's lives has led teachers to reflect on how to purposefully integrate these tools into curricular activities (Gikas & Grant, 2013; Mao, 2014).

Applications of social media tools in teaching

Social media technological sites such as blogs offer the opportunity for students to become involved in meaningful learning experiences (Hovorka & Rees, 2009, p. 60). In the blogging environment, students built relationships with their mentors, peers, and professors (Bosman & Zagenczyk,

2011, p 10). In using blogs, people are allowed to interact, share their opinions on a topic, and enter discussions with peers through links with other blogs (Agarwal, 2011, p. 42). Microblogging sites such as Twitter have enabled lecturers and students to share information relating to class lessons and to post data for class projects or assignments (Bosman & Zagenczyk, 2011, p. 6). The application of these social media tools can help in building students' critical and analytical skills for research and writing class papers (Agarwal, 2011; Albors-Garrigos & Ramos Carrasco, 2011; Bani-Salameh & Jeffery, 2011; Bosman & Zagenczyk, 2011).

Instructors also use social media tools such as Skype to enhance and supplement the learning experiences of their students. Skype has been used for many purposes, such as the following: (a) enabling faculty to communicate over long distances, (b) analyzing projects, (c) teaching classes, and (d) collaborating on projects (Agarwal, 2011; AlborsGarrigos & Ramos Carrasco, 2011; Bani-Salameh & Jeffery, 2011; Bosman & Zagenczyk, 2011). Skype has also brought field trips and guest speakers to students' classrooms (Albors-Garrigos & Ramos Carrasco, 2011, p. 64). Additionally, Skype has enabled students with special needs to share classroom lectures and experiments (Bosman & Zagenczyk, 2011, p. 9).

Scholars have demonstrated how lecturers have used Ning in marketing classes to create a social network based on services and products, as well as how students have used the site to connect with peers for feedback on their projects (Bosman & Zagenczyk, 2011, p. 13). LinkedIn is a professional social media tool that has enabled lecturers to make connections with guest speakers for classroom presentations (Agarwal, 2011; AlborsGarrigos & Ramos Carrasco; Bosman & Zagenczyk, 2011).

Social media tools to enhance learning experiences

Social media tools have created opportunities for learning and collaboration (Sigala, 2011, p. 129) and have gained the interest of students

whose faculty members have been willing to establish a newer style of learning (Tay & Allen, 2011, p. 153). Scholars have also found that if teachers show students how to use social media tools in learning and model ways in which social media tools enhance learning, then students will realize that they can use social media to learn from each other and “socialize” with peers (Agarwal, 2011; Albors-Garrigos & Ramos Carrasco, 2011; , Bosman & Zagencyk, 2011). Students can also share and organize ideas relevant to learning through active engagement in discussions on social media sites (Tay & Allen, 2011, p. 153).

Various approaches in integrating social media in teaching and learning

- i. Flipped classroom approach
- ii. Blogging
- iii. Collaborative learning
- iv. Pinning
- v. Social bookmarking
- i. **Flipped classroom approach**

Mull (2012) defined flipped classroom as a model that provides students prepare themselves for the lesson by watching videos, listening podcasts and reading articles. According to Milman (2012) it is an approach aims the efficiency of lessons by transferring knowledge to students via videos and vodcasts as well as by discussions, group works and applications during course. Tucker (2012), expressed that flipped classroom educators are not needed to prepare their own videos instead they can reach lecture videos from internet sites such as Khan Academy, YouTube or Ted. In traditional flipped classroom approach students come to class by watching the lecture video of previous night. The lesson starts with short questions and answers. If there are points in lecture that are not understood, they are explained comprehensively. In the rest of time, the teacher makes activities based on questioning and gives one to one support to students. In this kind of class structure, the lessons are always given

as lecture video format out of course period and the teacher never teaches lesson directly. Accordingly students are given opportunity to learn by discussing. In this approach not a teacher-centered class but a student-centered class is in question and the teacher is in class as just a guide. Social media like youtube, ted used in this type of flipped classroom approach.

ii. **Blogging**

Tang, Tang & Chiang (2014) have run a study on “Learning through Blogging: Use of Blogs to Enhance Perceived Learning of Pre-service ICT Teachers”. The study was purposely done to examine the effectiveness of blog use among 75 undergraduate students. From the analysis of the result, it has been discovered that, blog uses successfully enhance the students’ overall learning. This study also mentions that, the uses of blogs help students to share and discuss their learning easily. Furthermore, Ocak, Gokcearslan and Solmaz (2014) attested that the use of blog in learning is able to develop critical thinking among students.

A blog (derived from the word weblog) is a —online journal where an individual, group, or corporation presents a record of activities, thoughts, or beliefs. There are many websites that allow users to create blogs without any paying any fee like Wordpress.com, Blogspot.com, and blogger.com. Anyone can create a blog on these websites and these blogs can be accessed by anyone by typing the web address or URL (Uniform Resource Locator). Another popular sub category of blogs is microblogging. A microblogging site is like any blog except for it limits the number of words that can be published in one message. Twitter.com is an example of microblogging. Trisha Dowerah Baruah(2012).

In the academic realm, blogging can be a very important tool. By requiring students to maintain a study-related blog, instructors are encouraging them to think critically about the information they are consuming within the

classroom, and placing that information into a wider context. Using blogs as a teaching medium has the potential to strengthen student analysis of the subject at hand. Blogging can be effectively used as a platform to complete homework, share ideas, theories, explanations, and discussions. The ability to comment on a blog mean students within that classroom can explore each other's blogs and leave feedback or ask questions.

iii. **Collaborative learning**

Active collaborative learning is comprised of five basic elements: positive interdependence, individual accountability, promotive interaction, interpersonal and small group skills, and group processing (Johnson and Christensen, 2010).

Social media like Facebook, email, twitter facilitate learning and knowledge sharing among students, teachers or trainers to the context in real life situation and experiences. These media has the capacity to support course management activities, enhance the provision of information and resources to students,as well as engage and motivate students through interactivity and collaboration.

iv. **Pinning - pinterest**

Pinterest is a social media web and mobile application company. It operates a software system designed to enable discovery of information on the World Wide Web using images and, on a smaller scale, GIFs and videos.

Through Pinterest, teachers can create collaborative boards. This makes it simple to work together on projects, build better lessons, or just connect over shared ideas. Share ideas to others through pinterest and find tutorials. Pinterest is a great place to find out about new tech resources for teachers, including places to print off materials, track your students, or get free educational videos. Pinterest is full of lesson plans that you can use and adapt to your own needs. You can also show off your own great ideas by pinning photos and blog posts on your own. Pinterest can also be a great place to get students

working. Teachers could have students pin ideas on a board that relate to a particular project they will be working. Pinning itself could be an educational experience. Students could have to pin items that fit a certain set of criteria as part of a lesson.

v. **Social bookmarking:**

Social bookmarking is another type of social media tool used to enhance the learning experiences of students (Bi et al., 2009; Bosman & Zagenczyk, 2011; Churches et al., 2010; Li & Ma, 2011; Purchase & Letch, 2011). This social media tool is an excellent way to recall and categorize online resources because it allows students and faculty members to save website links in one location and access them later online (Bosman & Zagenczyk, 2011, p. 5). Students and faculty may return to bookmarked websites and find material relevant to their lessons (Bosman & Zagenczyk, 2011, p. 5). Many scholars share the view that social bookmarking is an excellent tool used by faculty to enhance the learning experiences of their students (Agarwal, 2011; Bosman & Zagenczyk, 2011; Tay & Allen, 2011). Collaboration is developed with this social media tool as faculty and students can harness a vast amount of Internet resources useful to their studies (Churches et al., p. 33). Another popular bookmarking tool is *social tagging*, otherwise known as *folksonomy* (Li & Ma 2011, p. 248), where users create groups of tags that show their viewpoints on the resource tagged (Bi et al., 2009, p. 248). These resources are easily searched and shared among groups of people who have common interests.

Prospect of Social media in teaching and learning

Social media provide many opportunities in teaching and learning including

- Connect students to each and the global community
- Applying lessons to open in digital spaces
- Reaching beyond classroom walls to engage with the world
- Facilitating real-time discussion across boundaries

- Relating course content to relevant current events
- Exploring the opportunities and issues in social media communication
- Learning appropriate social media skills for professional and personal use.

Conclusion

Social media now provides lots of services and resources. These services and resources can be make use by both the teachers and students. The objective of this paper was to explore the integration of social media in teaching learning process. The various approaches such as flipped classroom, blogging, collaborative learning, pinning and social bookmarking implied that social media is enhancing and integrating in teaching and learning. This study also explores the prospect of social media in teaching and learning.

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