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REVIEW ON SOCIAL MEDIA AND HIGHER EDUCATION

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ABSTRACT

The purpose of this article is to examine empirical studies on the usage and impact of social media in higher education. The use of social media has been gradually growing in recent years. The bulk of the study, on the other hand, focuses on students' perceptions of social media's impact on learning. There is currently a scarcity of research on the impact of social media on student performance and teacher views. The empirical studies that included the use of social media is increasing in the computer area were the subject of this literature review. As a consequence of the literature evaluation, recommendations for future study paths were given.

KEYWORDS: *Faculty, Higher education, Social media, Student learning, Studies.*

1. INTRODUCTION

Over 70 percent of internet adults currently use a social networking site of some sort, according to the rise in popularity of social media sites over the past several years. Many social networking site customers have multiple accounts and check them numerous times each day. Educators have questioned the use of social media in higher education, despite the fact that it has been extensively embraced by many users. Although many professors in higher education use social networking sites for professional purposes, many are hesitant to use them for teaching and learning. Furthermore, despite having greater expertise with technology, computer faculty members have used social media for educational reasons at a lesser rate than faculty in other areas such as Humanities and Arts, Professions and Applied Sciences, and Social Sciences[1]

Web 2.0 (also known as the "social web") has attracted a lot of interest for teaching and learning because of its numerous advantages, including such social networking and consumer content. Over the past several decades, learning models have evolved from conventional classroom settings to include online learning, e-learning, collaborative learning, and a variety of hybrid forms. This transition denotes a movement away from instructor-led and instructionally learning settings toward learner-centered learning environments that emphasize knowledge production and development rather than information transmission.

Web 2.0 applications including such social networks, wikis, blogging, and micro blogging appear to be well suited for beginner environments at first glance, but a closer examination uncovers that the adoption of Web 2.0 devices and services in university education learning lags behind the overall adoption of Web 2.0 technologies. Many faculty members perceive limits and possible issues with the use of online and interactive technology in higher education, despite the

fact that approximately 90% of young people (18-29 years old) use some kind of social networking site. According to a study, 56% of faculty members believe that internet and mobile technology are more distracting than beneficial to students when it comes to academic work[2].

Several studies have looked at how social media is used in higher education, with many focusing on how students utilize Facebook in their classes. Although Facebook continues to win the social media scene and is popular across a wide range of socioeconomic profiles, other sites have grown in popularity, and many users now utilize several networks. However, because of Facebook's popularity, many instructors have begun to incorporate some of its features into their classrooms. According to several researches, it is a responsibility to educate students for the challenges they will face after they graduate from college and join the workforce. Other research looks at the link between social networking and informal and formal education. The diversity of choices and resources accessible via social networking may enable this kind of situational learning. Learning in a constructivist setting focuses on the individual learner and the situational context in which learning happens. Students with a variety of backgrounds, learning styles, and preferences may choose the resources that best suit their needs. Furthermore, these technologies have the potential to increase student involvement, which will help to establish and sustain a group of experts. Several studies concentrate on pedagogy, learning outcomes, or instructional methods are emerging. The majority of the studies are experimental studies investigating specific social networking tools (e.g., MySpace, Facebook, Twitter) in specific settings (e.g., business education, communication, medical school). To far, there has been minimal discussion of certain practical issues that instructors may have when incorporating this technology into the higher education learning process[3].

The rapid speed of technological development, as well as privacy and security issues, intellectual property, accessibility for students with impairments, and increasing workload for instructors, have received little attention. Many instructors are worried about some apps' short lifespans. For example, MySpace, which was formerly the most popular social networking site among young people, is now virtually non-existent on the list of social networks utilized by this demographic. Furthermore, it has lately resorted to mass-mailing former users in an attempt to persuade them to renew their still-active accounts Most of young people have also moved on from Facebook to certain other social networking sites, are active on several sites, and only visit their favorite site on a regular basis[4].

2. DISCUSSION

This article tried to examine certain empirical results that were discovered throughout the literature review. The research indicates some indication of progress in higher education in learning computer related topics when it comes to the issue of whether social media leads to any improvement in learning computing related courses. Although the empirical study's ability to collect objective data to demonstrate learning improved performance is severely limited, student self-reported data suggests that SNS use in higher education has a promising future. Furthermore, according to the literature, careful didactical consideration is required to ensure the effective use of SNS. More investigation, on the other hand, is unquestionably required. Research papers and survey data have identified the quality directly affects benefits associated with the use of social media in higher education for learning computing related subjects.

Better social support, greater retention rate via peer support, and standards established interaction were among the advantages noted. However, the empirical research also revealed that the usage of social media may have a detrimental effect on students' learning engagement. Students and faculty members had comparable responses when asked about the perceived advantages of using social media in higher education for studying computing-related topics. Students love SNS activities because they believe it would enhance their interaction and desire to study. Faculty members appreciate the potential of improving dissemination and access to mentor or produced learning material via the use of SNS in addition to the advantages highlighted by students. The literature review did not reveal the specific concerns of computer faculty members[5].

However, a review of the literature reveals a list of possible concerns that are shared by the majority of faculty members. Faculty members, like students, are concerned about security, privacy, and the performance of the site/tool they are using. Furthermore, when it comes to using social media for learning, faculty members are worried about the problem of work load, the difficulties of performance assessment and monitoring, and the necessity for rigorous pedagogical design. Because of their knowledge with the technology, faculty members in the computer area may be more worried about the potential distraction of SNS and its security concerns. However, this has not been documented in the literature, and further research is required[6].

1. *Student Perspectives:*

The majority of the research looked at students' views on utilizing social media for educational purposes, using different social media platforms including Facebook, Blogs, Wikis, and in-house social network technologies, among others. The most commonly utilized site for the research was Facebook. This is in line with the results of Pearson's study on social networking for teaching and learning. Based on surveys of 191 students in use of Facebook for a closed group conversation, Gonzalez-Ramirez, Gasco, and Taverner reported that students' perceived weaknesses of Facebook in teaching included privacy issues, time required, and technical deficit; whilst also potential strengths predicted by students include achievement, communication, participation, and analytic ability. The most commonly examined variables were students' perceptions of the tool's use and their learning outcomes.

2. *Student Perceived Learning Experience:*

Many scholars performed exploratory order to examine the students' perceived learning experience in order to examine the effect of social media in higher education settings. Veletsianos and Navarrete examined students' perceptions of their learning experience in an online course using Elgg as the online social network. Overall, the kids said they liked the event. When asked to compare their experience utilizing a social networking site (SNS) for class purposes to their prior experience using conventional learning management systems (LMS), the majority of the students preferred SNS over LMS. However, when they looked into how kids were using the program, they discovered that they were only utilizing it for course-related and graded tasks, with minimal usage for social networking and sharing. Furthermore, students wanted greater assistance in controlling the quantity of information available on SNS, indicating the risk of information overload while using SNS. While social networking sites offer additional methods to communicate and the opportunity to access more information, several students stated that they struggled to locate and classify content for future retrieval. All of their results, however,

were based on students' self-reported use and impression. There was no research into how pupils actually used the site[7].

Unfortunately, although most prior research has shown increases in students' perceptions of learning and social support, there have also been reports of detrimental effects. Junco, for example, performed a study to look at the relationship between Facebook usage and student involvement in learning. Students' involvement was shown to be negatively correlated with their self-reported frequency of Facebook usage. According to self-reported statistics, there is a negative correlation between the frequency with which students engage in Facebook chat and the amount of time they spend preparing for class. This result seems to be in line with the findings of Ozmen and Atici, who found that excessive usage of chat may be a learning distraction since it diverts time that could have been spent studying[8].

3. *Academic Success of Students:*

Unlike studies of the effect on students' perceptions of learning, actual learning outcomes were not examined as thoroughly. In a case study performed by Laru, Naykki, and Jarvela, 21 students worked in groups of four to five for 12 weeks to finish a wiki project. ShoZu, Flickr, Google Reader Mobile, Wordpress.com, Wikispaces, Feed Blendr, and Feed Burner RSS were among the social media technologies presented to the pupils. Video recordings, social software activity, and pre-and post-tests of students' conceptual comprehension of the contents were used to collect data. A comparison of the pre- and post-conceptual knowledge exam results revealed an increase in test scores. Looking at the connection between real activities and learning outcomes in more depth, the researchers discovered that a higher degree of wiki-related activities was an indicator for predicting the students' better results.

Hernandez et al. perform a study to see how various technologies supporting students' learning and perceptions of interaction affected their learning and perceptions of interaction. The students were divided into groups that utilized Facebook, Google Docs, or an LMS discussion forum with wiki-style document creation and wall/comment features. The number of messages posted was greater in SNS compared to those using conventional LMS forums, the time between postings was shorter in Facebook compared to the general population, and groups using Facebook also reported higher levels of perceived engagement. The end outcome, however, was the same for all groups [9].

4. *Student Social Media Usage Pattern:*

In addition to the possible effect of social media on learning, the patterns of postings in various tools were examined. Maleko et al. presented their results based on a case study that compared students' use of Facebook and Blackboard. They found that Facebook postings were distinct in that they were focused on expressing discontent, course administration, encouragement, conversations outside of programming, and general guidance, while Blackboard posts were more focused on community building and questions to the lecturer.

Furthermore, when no authoritative person was present, pupils indicated preferring to utilize Facebook for learning assistance. After students completed an online instruction on how to use the wiki, Kear et al. performs a survey after they were instructed to utilize an in-house wiki to co-edit a document. They gathered statistics on pupils' wiki use over time. Although kids learned how to utilize wiki, the authors found that usage declined with time. They discovered that the

students were dissatisfied about modifying other students' work after additional investigation using the survey instrument. When asked to choose between a wiki and a conventional discussion forum for this type of collaboration, students chose the forum over the wiki[10].

5. *Faculty Opinions:*

In contrast to students' perceptions, faculty perceptions of the usage of social media for educational purposes are varied. According to a study done by Pearson, one of the reasons why faculty members do not include SNS into their teaching is that they see it as a distraction. Faculty members had different views than students, according to Roblyer et al. They discovered that as compared to email, students are more willing to utilize Facebook for communication. Traditional technologies, such as email, were used more often by faculty members. Regarding the employment of Web 2.0 technology for learning, Brown conducted a poll and a follow-up the most in interview with faculty members. Faculty members' answers suggested that encouraging active student involvement, as well as improving distribution and access to mentor or produced learning material, are possible advantages[11].

6. Concerns of the Faculty:

Faculty apprehension about using SNS in the classroom may be justified by the issues raised in earlier research. Slight misalignment between both the increasing amount of cooperative group work anticipated and ongoing individual assessment, no "added Social Media and Higher Education: A Literature Review 101 value" to learning, and far too many constraints (due to university policy) are among the major concerns expressed by faculty members, according to Brown. In addition to the above-mentioned problems, the performance of the SNS utilized, difficulty in marking and monitoring students' work, and work issues are among the complaints expressed by teaching staff members, according to Kear et al.

3. CONCLUSION

Despite the fact that the literature study indicates that social media may be used for educational purposes, the technology's application is currently restricted, and there are few controlled assessments 102. In-depth investigations in education settings have already been performed by Y. Wang and G. Meiselwitz. First, additional empirical research is required to determine the real "added" advantages of SNS vs conventional LMS usage. One of the main flaws in the existing research is that the majority of studies utilized self-report data to investigate the impact of technology. As a result, the real application and teaching effectiveness should be handled and explored further. Although computer faculty members may be more knowledgeable about technology than faculty in other fields, their use of social media is behind. Is there a particular explanation for this? Is it because the nature of the subject makes it difficult to explain in text? Is it because faculty members are more concerned about security? To solve this problem, further research is required.

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