



## Social Media (Networking) Application in University Education

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### ABSTRACT

Social networking Web technology like FB (FACEBOOK), LINKEDIN, INSTAGRAM, and TWITTER is all around us, in all walks of life. It has become an essential daily routine of billions of people around the world. "Social networking technology (SN) continuously influences the lives & thoughts of young adults and has changed the way they communicate and collaborate". Our universities & colleges can't be left untouched by this new age phenomenon, both in a positive as well as a negative way. Hedonistic activities like content consumption & gaming are the most apparent manifestation of social media use and to an extent it is responsible for decreased student interest in conventional education and a drop in academic performance, in extreme cases even dropouts. On the other hand, social networks have created new opportunities to seek & assimilate knowledge in both formal and informal settings. Therefore, it's apparent that the technology can also be used for educational purposes, as a facilitator and enhancer of learning, specifically for increasing awareness, enabling low-cost access, and reinforcing learning behaviour by adopting elements of gratified learning. This paper review tries to highlight some facets of the debate regarding usage of social networks technologies in University Education. The paper attempts to summarize the utility of social media as an online learning platform (LMS) and its Effect on the learning processes and Bluestocking performance in the context of typical young adult clients' learning preferences and kinds of personalities.

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### Usage of Social Networking in higher education Institutes

Research also suggests that in professional settings that require significant cross-functional collaboration, such as health care, usage of SNs for collaboration during training can be correlated well with positive professional outcomes. During the contemporary work environment, 81% of a person's knowledge about this or her job is often acquired via expressing queries, monitoring peers, and various

other unorganized and autonomous activities of learning. By implementing SN-based pedagogy in higher education institutions, we may develop a more effective learning environment and improve educational performance and skill readiness of our students. The social component of learning is just as important as the cognitive component. Academic performance is influenced by factors such as academic aptitude, student traits, attention span, and time management abilities. To the extent that SNs take preparing exam time and introduce distractions during the exam time, SN usage can negatively influence students' academic performance. Conversely some research also indicates that University Candidates whose affair difficulties during their University Exam may use social sites to gain help. As both formal-informal Education ranges along a continuum of learning, it may be difficult to observe & measure the impact of SNs narrowly through the lens of formal educational constructs such as grade attainment. A comprehensive measure of success of SN adoption for education purposes should include measures like increased interaction & participation in course discussions, learning outcomes adjacent to extended from the formally defined curriculum and application of the attained knowledge & skills beyond the context of the classroom. Although there are conflicting perspectives about correlation of SN usage and positive academic performance, The significance of SNs to student interaction and cooperation is strongly supported by the research. In the end, learning is colloquial in style, involving collaborative tasks and dialogue. There has been significant proliferation of online MOOCs, where educators promote online version of their traditional courses. Many of these MOOCs have become successful because educators have taken advantage of "social nature" of these online learning platforms to foster better relationships with their pupils, increase teamwork, and help the children. Participation and successfully expanded the learning process well beyond the classroom. Such platforms not only create a flexible, inclusive and creative learning environment (LMS), but it also encourages greater self-directed and active learning process. LMS is another aspect for leveraging social networking technology in education; an LMS system could use SN technologies to generate useful data analysis for both educators and learners. An LMS that incorporates SN like features can become increase learning interest and to easily and accurately track understanding of the teaching concepts. A well implemented LMS enables evolution of an educator's role into facilitator and the Candidate act are entrepreneurs rather than mere customer's information, and as an outlet for thinking about class topics beyond the classroom. Educators can involve students in critical engagement via self-reflection, expression social interaction and reflective dialogue, instead of letting them simply passively receive teacher-generated content. By reading every another's opinions & analysis, the students feel they are an important part of the classroom and that their needs and opinions matter, they develop a sense of togetherness, a commitment to their learning goals,

the overreliance on the instructor can be overcome a common knowledge base can be built, provides an avenue for prompt feedback and weak study skills can be efficiently monitored & supported. Most students like the blog & micro-blog like features of these evolved LMS as a swotting technique particularly for formative approach. Such evolved LMS serve not merely as a technology scaffold, but a pedagogical approach that encourages self-regulation, a shift towards more collaborative modes of inquiry, and a collective discovery of “wisdom of crowds”. By merging formal & informal learning styles, it can help in creating a self-regulated learning environment. While self-regulation of SN enabled LMS can be achieved, forum moderation requires significant thoughtful and timely interventions from the instructor, because a *laisse faire* forum tends to be superficial and does not lead to construction of knowledge.

### Usage of Social networking amongst Young Adults

Young Adults & Students use SNs mostly for socialization and entertainment purposes, some students also use it to increase their presence amongst their friend circle and community. However, SN is also used by them for increasing professional awareness, connecting with like-minded researchers and for collaborative learning by creating a supportive network or a personal learning network (PLN). Through these self-governed PLNs, students can connect with likeminded students and exchange knowledge in an informal way. Very often these virtual PLNs can run across institutional or even country boundaries. SNs are mostly used for informal learning & research purposes and in those settings SNs become a key channel of knowledge diffusion. "On a more fundamental level, social media connections make students feel more a part of the university, which may reduce the risk that they will drop out. Social media sites aid in the development and maintenance of a distinctive "university culture," which significantly enhances academic results. In large university, SNs are a channel for mass communication - for instance to obtain pastoral & administrative guidance from faculty and older students. Some students also view SNs as an important tool to enhance language skills. Students active on SNs tend to make better use of computer aided online learning and e-learning environments.

<i>Responden</i>	<i>Institution</i>	<i>Most SN functionality</i>			<i>Most Visited</i>
<b>Students</b>	X	Sharing	Interaction	Discussion	Twitter

<b>Teachers</b>	Y	Conversion	Relationship	Identity	Facebook
	Z	Conversion	Id	Groups	
	X	Sharing	Presence	Reputation	Twitter
<b>Other Staff</b>	Y	Relationship	Offering	Presence	Facebook
	Z	Reputation	Sharing	Sense of self	
	X	Sharing	Id		Instagram
	Y	Presence	Interactive	Persona	Instagram
	Z	Presence	Relationship	Identity	Instagram

Recently, Insta and its parent corporation Facebook came under fire from the public after some investigations claimed that youth use of the platforms was detrimental. Big social media firms prioritize profit over the mental health of young people, according to Facebook's "whistle-blower" Frances Haugen. It has drawn attention to how these social media platforms and websites affect young people.

- A dedicated social side policy
- Safeguards for Inappropriate Content
- digital literacy
- governance and regulation
- A social networking platform's function
- Purpose of Social Agencies

### **Social Network Strategy**

The Strategy would be assumed to regulate network social site by establishing responsibility for not marketing to or recruiting young people as consumers. As a result, the algorithm would be better suited for adults than for children.

### **Protections Regarding Improper Material**

Certain content that contains sexual, violent or other adult material should not be recommended or distributed on social media platforms (including betting or other risky, obnoxious cruel, or simply commercial content).

### **Competence in digital media**

The 'digital gap' in India must not be disregarded, particularly in the area of education. Policy choices made in Youths shouldn't be harmed in the name of Covered youth from disadvantaged backgrounds losing out on opportunities for the future.

#### **Government and Control**

Additionally, government regulation is required for these platforms to be held more accountable for their localized data, a third-party electronic audits, strict data protection laws, etc.

#### **Act of online outlets function**

limiting certain features, such as "autoplay" periods and push notifications, and—more importantly—making goods that don't cater to children.

#### **Public organisations' functions**

Controlling, using, and restricting social media use requires the cooperation of parents, educational institutions, and society at large. Parental control tools, screen time restrictions, regular conversation with kids, and promoting outside activities are all ways to achieve this goal.

### **Effect of Pedagogical on Social Networking Usage**

According to the survey's findings, the majority of students are active users of social networking platforms. Additionally, it has been discovered that graduate students use these websites more frequently than postgraduate students. Facebook, YouTube, Twitter, Orkut, and LinkedIn are among the social networking sites that 87% of students say they use frequently. Facebook (83.1%) and Instagram (90.31%) were utilized by the greatest percentage of respondents, followed by YouTube (81.35%), Twitter (20.1%), Orkut (18.3%), and LinkedIn (10%). It is also discovered that the 14% of students who are still in school have heard about these websites in the press but have never visited them or even heard

of them. On average, people spend 35 to 40 minutes every day on social networking sites. It has been discovered that some pupils do not regularly utilize computers and the internet since they are not readily available. 66% of students use Facebook and YouTube on their mobile devices. The rest of the peoples use computers to access Facebook and other websites. 23% of people use computers at home, and others visit our website in cyber cafes. Many various factors influence how young people behave on social networks, but it is unclear if these factors have positive or harmful effects on students' personalities and cognitive abilities. **‘Some studies suggest that extroversion, others notice that there is a strong correlation between increased self-esteem and frequent use of Facebook, while others find that self-esteem, narcissism, and neuroticism are insufficiently associated to SN usage. In a related study, it was discovered that SN users perform better on cognitive tasks like verbal cognition, memory use, spelling, recall accuracy, and other similar tasks..** Online search also positively affects reading efficiency and facts presentation, but poorer text comprehension. The behavioural pattern shift seems to depend on the activities on the SNs where gaming online and talking do not appear to be helpful. cognitive abilities or learning propensity and searching for information, reviewing and describing events seems to correlate positively with learning outcomes. Students today appear to have changed their learning style to inculcate. Active learning through virtual and simulated circumstances, the use of several technologies, comprehensive searches, and hopefully the synthesis of knowledge from various sources. Additionally, learning in the context of social networking has become self-motivated and autonomous.

Although almost all young adults utilise social media for private reasons but often for more “serious” issues such as education the propensity of usage is not as certain or as widespread, as many learners opted to obtain information in more conventional methods.. Many students need support and guidance to make the best possible use of social media to support their learning goals. Some students may be worried about the knowledge. Many academics do not encourage social networking in the same robust, open, or widespread ways as their students do. Because SN is perceived to be more connected to entertainment than information. Similarly, many educators remain hesitant in trusting social networks **and ‘the new methods and the changes that it brings, they would need guidance as how to implement its effective use in the classroom’.** However, those who have managed to create an coordination of course proceedings and the SN styled open communication are seen as new rock stars of academia. The secret is to utilise SNs effectively while not becoming overburdened by them. Social networks can be used by educators to increase student interaction and collaboration. Amongst candidate

and they should be encouraged to develop skills necessary for appropriate selection and application of social media tools to self-organize their own learning.

## The Conclusion

This report presents and discusses the findings of a survey on the social networking site use. Researchers have discovered that graduate students love utilising Facebook, Twitter, YouTube, and Orkut. Instead of purchasing books, students opt to acquire study materials from the internet. They find that using the internet helps them feel more confident before presentations and reports. Additionally, it has been discovered that online chats on Facebook, blogs, Twitter, and other social media platforms improve English communication. There is less of an inferiority complex while speaking and writing in English. They are making every effort to communicate better by writing and speaking in English. “Facebook, Twitter, and other websites for socialising keep users up to date on news and other material, which improves general knowledge and current affairs and prepares students for competitive exams. These social media platforms strengthen the friendships between us and reputable individuals like lawyers who may provide guidance and motivation when needed. The YouTube website serves as a kind of online lecture hall for the pupils there are several excellent series of lectures available that may be listened to by students to discover new and improved information. It has also been observed that students are using such websites to create real-world science models. These web pages also have a different side”. Some thieves use these platforms to threaten their friends and co-workers and engage in nefarious behaviour. Some of them engage in pornographic material, which undermines the students' morals.

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