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On

RESEARCH, INNOVATION, CHALLENGES & OPPORTUNITIES IN HIGHER EDUCATION

13th January, 2023

Organized by



DEPARTMENT OF PHYSICAL EDUCATION & SPORTS & I.Q.A.C.

**SMT SALUNKABAI RAUT ARTS & COMMERCE COLLEGE
WANOJA, DIST. WASHIM (M.S.)**



**SARASWATI KALA MAHAVIDYALAYA, DAHIHANDA
TQ. DIST. AKOLA. (M.S.)**



**ARTS AND SCIENCE COLLEGE, KURHA,
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in collaboration with
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One Day International Multi-Disciplinary Conference
**RESEARCH, INNOVATION, CHALLENGES & OPPORTUNITIES
IN HIGHER EDUCATION**

On 13th January, 2023 @

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Saraswati Kala Mahavidyalaya, Dahihanda
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ROLE OF SOCIAL MEDIA IN HIGHER EDUCATION

ABSTRACT

Social media used for various variant in higher education even before Covid-19 pandemic its plays vital role in education and after Covid pandemic education system took 360 degrees turn its nothing but drastic change in the higher education system. The rapid rise of social media provides numerous possibilities for higher education institutions to adopt it to further their learning and teaching endeavours. The ubiquity and unusually high uptake of social media makes it suitable for administrators, managers, learners and teachers in higher education institutions too.

Keyword

Social media, learning, education, teaching, study, distance education, students, networking, knowledge.

Introduction

Nowadays social media plays a vital role in education, for learning and teaching, social media is used in a variety of different contexts - language learning, writing development, after-class discussion, synchronous and asynchronous communication, community building and curricular tool. The use of social media in higher education is changing the nature of the relationships of learners and teachers. Social media provides a unique stage for interaction between students and teachers and among students themselves. Through social media, students find it easy as well as convenient to communicate, access information, and to provide information. Studies have shown that in the recent year's academics have been expanding their social media usage to offer after-hours support for students, deliver and host lectures, disseminate information and engage in discussion. The use of social media has also demonstrated increased teacher-student and student-student interaction. With social media, students also become adept at the use of online technologies in learning environments. Studies have indicated that the use of social media in higher education has enhanced learning, increased participation and engagement, improved content dissemination and improved pedagogy and information sharing.

Its role in creating trust within a group is of particular importance. The face-to-face element in online education may be achieved physically in a classroom, or it can involve a social media platform which features a clear

photograph of the student's face. One purpose for the photo is to establish trust among the participants — just as witnesses must appear physically inside a courtroom to take an oath and give evidence. In this sense, where there exists no photograph on a social media website of the participant, or where the face is unclear or hidden in an image, the formation of trust may be impeded. A photograph is usually trusted since it is presumed that the physical person attended the place to get the photograph taken (although photo technology has eroded this somewhat). Likewise, a person may physically present himself at a faraway courtroom and use telephone or video technology to transfer trust to the required courtroom remotely.

The Transactional Distance Model — a four-stage Kolb-like cycle — can serve as a practical scaffold onto which Social Presence Theory can be positioned. The resulting model can then be used to explain why some empirical studies show that Facebook is associated with better quality learning, while other studies show the opposite. It is useful to understand Transactional Distance and Social Presence here, and a brief introduction to each is covered in turn in the 'Methods' Section, before looking at how well they explain the findings on social media in the next 'Results' Section.

Apart from the use of social media for learning and teaching, it is also being used for creating awareness and advertising. Social media enables educational institutions to provide stakeholders with information about new

research programs, changes to policies, events, job vacancies, alumni engagement and institutional news. Some colleges and universities also use social media as a tool for recruiting students. Social media provides a perfect platform to highlight new courses, research and teaching staff and campus facilities in an attempt to attract more students.

However, the use of social media in higher education is not without some inherent limitations. Its limitations include technological and privacy concerns, the dominance of academics, the passive behavior of students and the absence of academic language usage. And add to this list is the lack of awareness of the functionality offered by the social media platform. As everyone uses social media differently, academics need to be aware of the different approaches to the use of social media in formulating the integration of social media for their learning and teaching activities. The creation of Facebook groups is recommended to circumvent privacy concerns, encouragement to passive students is suggested and adequate training should be provided. Training and guidance should be delivered not just to students but to staff too.

Methodology

The Transactional Distance Model developed in online distance education, and Social Presence Theory, offer a rational explanation for the conflicting data on the use of Facebook and other social media in education. Both of these are related to and underpinned by Otto Peters' Transactional Distance Theory, Peter Grogono's Conversation Theory and Diane Laurillard's Conversation Model, George Siemens' Connectivism Theory, and Social Presence Theory. A cooperative sharing stage; second, a collaborative rationalization; third, a collaborative disjunctive reasoning stage; all followed by a cooperative experiential testing-out stage.

In 1st stage, learning occurs in a group cooperatively, gathering and sharing information and fostering a learning community. Here synchronous-mode computer-mediated communications are best such as chat and conferencing. Stage I can be characterised by self-introductions, brain-storming new ideas, divergent thinking, and helping each other with projecting content, especially in sharing personal experiences and past literature. In 2nd stage, lateral thinking (creative thinking around the problem) is used to generate and develop metaphors (an idea or conception that is basically dissimilar but formed from noting similarities between the initial information and the new concept) or new ideas, and support these by argument. For example, students may discuss their own problem they have found which has brought them to participate in the current course, and then argue to identify possible solutions to each other's problems. Creative thinking here may derive from combining seemingly disparate parts, especially ideas

contributed from others in different contexts, into a new synergic whole.

The need for Social Presence is well recognised in online education — even in conventional face-to-face contiguous education, an online presence is considered by students to be an essential part of being an accepted group member. Facebook and other social media — including instant connectivity through Twitter, Instagram, Chat and other software applications — are currently used by almost all students, as well as by teachers and their institutions. The college administration may use Facebook to publicise itself to reach prospective future students, to announce events, awards, and even employment vacancies. Teachers may use it to rally students and to publicise lessons in a media that is familiar to their students, while students themselves may use it to share experiences with each other from both inside and outside the classroom. In all cases, social media acts to establish and foster connectivity in the education world. The problems begin to surface when the cooperative exchanges on social media fail to give way to academic collaboration.

Results of the Study

There are no results here in terms of empirical findings for when forms of social media are avoided after the initial stage of constructing a social identity, to show that improved academic learning is achieved. The results here are at best a hypothesis for why Facebook and other social media have been associated in some studies with improved engagement and in other studies with weaker learning. While learning requires engagement, it does not follow that simply engaging will achieve learning — there needs to be effective cognitive reorganisation to bring about demonstrable learning. Given that Social Presence Theory can explain the conflicting outcomes using social media, further controlled studies are warranted. What is built is not so much a self-identity but a peer-negotiated acceptance. Any small misstep can be retracted and rebuilt to construct an online persona that paves the way forward for future interactions to foster and enable learning.

Discussion of the Findings

Research has indicated that in recent years social media has penetrated almost all types of organizations. Higher education institutions have not been left behind too and have been adopters of this global phenomenon. Social media takes many forms such as social networking sites, blogs, vlogs, instant messaging and virtual communities. Having said that, the social networking site Facebook appears to clearly emerge as a winner predominantly because of its large number of members. Facebook allows its members to create and share content, build relationships and enable collaboration and connectivity irrespective of geographical location. The rapid rise of social media provides numerous possibilities for higher

education institutions to adopt it to further their learning and teaching endeavors. The ubiquity and unusually high uptake of social media makes it suitable for administrators, managers, learners and teachers in higher education institutions too.

Conclusion

Social media continues to transform pedagogy and can be used to support learning and teaching activities that were traditionally confined to classrooms. The use of social media in higher education presents many challenges but its importance cannot be ignored. Research has established that a majority of academics are of the perception that social media may be employed successfully in supporting the provision of student-centered learning approach. With the usage of social media, students no longer continue to remain passive absorbers of knowledge but become co-producers and contributors. In the current educational environment, learning has become more of a social process and the use of social media strengthens that process. The use of social media, like in many other areas, is here to stay in higher education settings too. What needs to be worked out is how higher education institutions globally continue to embrace social media to their own benefit.

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This is to certified that Dr/Prof/Mr/Mrs/Ms. Santosh Tayde Of Shri Ganesha College
Kumbhari has participated in the One Day Multi-Disciplinary International Conference on "Research, Innovation, Challenges & Opportunities In Higher Education (RICOHE2023)" on 13th January 2023 He /she has participated as Resource Person/ Chairperson/ Co-Chairperson/ Delegate/ Research Scholar. He/ she has Presented / Published a paper entitled Role of Social Media in Higher Education.


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