

Social Media as a Web 2.0 Technology tool for Learning at the School level

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Abstract

In the modern era of development, there are lots of challenges faced by developing countries. One of them is the technology used by learners, inappropriately or the lack of knowledge in its use. The main objective of the paper is to study the use of social media in school education; to find the applications of social media in school education; suggestions for future researches studies to be conducted. The research method for the present study is based on some research studies related to social media, web 2.0 technologies, its uses by students, and recommendations for further research. The researcher found that social media is an effective tool for communication, collaboration, and interactive learning, also it will be very helpful to improve the teaching and learning process, improving the imagination, the creative and innovative power of students and teachers, and it will be very helpful in creating new generation, technology-based school learning environment. The researcher also found that media literacy is very important for students, teachers, and learners for their up-gradation and updating knowledge during the use of social media. It was also found that less researches have been conducted in the area of school education, mixed-method and demographical studies were recommended for further studies.

Key words: Social Media, Web 2.0 technology, School education

INTRODUCTION

COVID-19 Pandemic comes up like a big challenge and problems to test human potential in the field of technological development. It has revealed the capability and capacity of technology to how much humans have achieved but still have a long way to go. Scientists are talking about communicating with extraterrestrial beings if there any but the pandemic situation has revealed that there are still more to explore under the sphere of the earth itself.

Technology helps us to explore, collect and save data, after processing those data individuals reach their required information, this information becomes sources of knowledge and they all collectively are the major source of education. So directly we can say that technology is the major and foremost source and its contribution in creating education into the education industry.

Internet-based teaching and learning processes come up with a paradigm shift in the field of ICT-based education system from the traditional paradigm. Now we have moved on from read-only to read, write and interact at real-time measures from different locations of the world and space also. The web is upgraded from 1.0 to 5.0 technologies which include unbelievable features of new technological advancements.

NEP 2020 has recommended an extensive use of technologies as a guiding principle in the field of teaching and learning process, to remove the barriers of language, to increase the efficiency of Divyang students through increase the accessibility, and empowering educational planning and management through extensive use of advanced technologies. Integration of technology will help students' language learning, artistic development, learning classical languages, enabling experimental and innovative learning, and other aspects of learning to the middle stage through the second stage and beyond (NEP 2020). The learners only can achieve their deserving progress and success through more and more interaction with the outer world and their selves. Technology and web-based resources come up with the opportunity of

empowering ourselves as now the education system has realized that every self has a unique individual power that can be explored and upgraded by self-learning.

Web 2.0 technologies have provided read and write interactive platforms through social media which will help learners' to drag out their potential of self-learning and identifying self. It will boost flipped environment to help learners to become their instructor, teacher, and guide which enable them to meet the race of a fast-growing world. The quality of the education system of developing countries can be enhanced by increasing the outcome and productivity of the teaching and learning process which is possible only by each unique effort. This research paper is an effort to identify what implications of social media as a web 2.0 technology has been gone through so far and what more still has left and can be explored in the recent education systems.

WEB 2.0 TECHNOLOGIES AND EDUCATION:

World Wide Web was the revolutionary invention in 1989 by Sir Tim Berners-Lee a computer scientist from Britain. According to Berners-Lee (1991) in his message described the www project aims to make access of any information from anywhere to anyone. It changed the face of data exchange but later in the year 2000, the web blessed a communication system with the boon of the second generation web 2.0 technologies. It was a big shift from Read-only (1.0 technology) to Read and Write (2.0 technologies) (Thiyagu, 2013) interactive platform. Web 2.0 included social interaction, collaborative learning, community learning with live and real-time databases with the flexibility of content editing, publishing, etc. with help of interactive forums, blogs, chatting, etc. (Thiyagu, 2013). Web 2.0 is a tool which provides users a two-way communication process including audio, video and other interactive information sharing platform (Baúöz, 2016) and helped social media to take birth and popularise worldwide (O'Reilly, 2005).

Educators and teacher educators are using web 2.0 technologies for main three reasons: For teaching-learning process and research works, For increasing interaction of stakeholders,

and For updating knowledge of their interest area (Tyagi, 2012). In flipped situation, these reasons can serve students' interests also. Web 2.0 technologies have given researchers a new direction and opportunity to explore possibilities in the field of teaching and learning process (Tilfarlioglu, 2011; Bauoz, 2016).

SOCIAL MEDIA AND EDUCATION:

Web 2.0 technologies have given birth to social media and paved a way for effective communication, collaboration, and social interaction. It has the ability of community communication, content sharing, interaction, and social collaboration (Gideon, & Folake, 2020). A web 2.0 technology equipped with textual, visual, and interactive features has enabled social media communicative and collaborative features for effective interaction which has polarized it on the global platform (O'Reilly, 2005; Bauoz, 2016). To make effective use of social media, media literacy is very important for learners, educators, and teacher educators. According to Livingstone (2010), "media literacy is the ability to access, analyze, evaluate, and create productive messages in different variety of contexts and references". It will enable learners to expertise in the practice of analyzing large databases to generate new information of use in their growth and development.

Social media is like a facilitator of distributing messages and other materials with the help of the different community and other social channels/networks a web-based platform for individuals (Chen, Lin, and Yuan, 2017; Jamshidian, & Salehi, 2020). It is again described as web-based broadcast technology which democratizes the contents and enhances the ability of different content to make them publish worldwide. It is now like a tool to boost the power of thought, enhance the level of dialogue and involve the social issues in the contents and make

them useable for different areas like media, politics, education, and other services (Gideon, & Folake, 2020).

Social media is sometimes taken as the synonym of social networking which is differentiated by Kaplan and Haenlein (2010) contains different identities with different features. A lot of interactive and communicative activities are possible through Social Media (Uremi, Akwaowo, and Senam, 2013) which can be secure or exposed to the world and other threats. So it is advised by scholars and researchers to be vigilant and alert while using social media and social networking sites. Scams and cybercrime have ruined the face of web-based resources and technology. These scars can be removed only by ethical practices in the use of social media and web-based resources.

Several definitions are given to define the usability of social media like Kaplan & Haenlein (2010) defined it as an application that helps in the development and exchange of contents generated by the user, Bradley (2010) defined it as a technology and channel which enable the mass of participants to come together for productive collaboration, Curtis (2011) termed it as a social platform where people can freely interact, discuss and exchange information in the different form of multimedia like audio, video, pictures, words, etc. With these versatile features, it was not possible that education could get unaffected by it. Indian government conveyed a message to develop and provide world-class digital infrastructure to the Indian education system, which will help the education system in increasing its capacity through providing educational digital content (NEP 2020). Social media and web-based resources are the essential tools which can help education system to reach out their goal and help developing nations to transform into a developed nation.

WEB 2.0 TECHNOLOGIES BASED SOCIAL MEDIA USES BY SCHOOL STUDENTS:

From the industrial revolution till now we have achieved success in the establishment and development of several industries now education is also a part of these industries, considered

as a service industry. India is one of the leading countries which provide quality services worldwide. The education industry is also adopting progressive changes in technology-based education to serve in the development of society and nation. Education has accepted changes in technologies and students are ready to adopt them in their learning process (Akhiar, Mydin, & Kasuma, 2017).

For the past few decades and recent teaching and learning process is following the constructivist approach in this field social media has empowered ICT which has helped individuals collaborate for the acquisition of knowledge (Jena, 2012). The human world has realized the power and usefulness of technology in the form of social media and web 2.0 technologies. It has made communication effective and helped individuals in sharing and constructing new knowledge, not only this but also has empowered students in retaining it for a long period (Okello-Obura & Sekitto, 2013; Jena, Bhattacharjee, Devi, & Barman, 2020). Saved data can be used again and again, whenever and wherever it is required. It has made data handling easy and portable. Technological advancement has helped students to develop and learn new skills like analytical thinking which helped in language development and improvement. Several skills like spelling, grammatical skills, punctuation in productive language, editing in data, and redrafting new and final work (Lewin et al., 2000) have found their way for development in school education (Dutta, & Chabra, 2019).

Several studies recommended that if social media tools are used in an effective way for communication and collaboration, it can help in increasing the efficiency of academic activities and the teaching-learning process (Gupta, Singh, & Marwaha, 2013). Adeleke (2017) in his study found that time spent by students on phone is helpful in their academic achievements. Now it is high time for schools and educational institutions to use these technologies as an appliance to boost the potential of their students and their creative needs (Al-Jarrah, Al-Jarrah, Talafhah, & Mansor, 2019) which will guide and encourage innovations in school educations also. Mason (2006) has claimed in his study that social media plays an important role in fostering quality education by encouraging critical and creative thinking of learners learning in a social setting. Several models like SAMR, TPACK, LOTI, Tripe E, etc have been developed

to improve learners learning experiences and higher-order thinking skills (HOTS). The teaching and learning process should focus on learning first and the tools should be selected judiciously and with logical sense in keeping in mind to improve the learning ability of students (Arora, & Chander, 2020).

School students emotions, feeling, and behavior are very delicate so should be handle with care during teaching and learning process. On one hand, where social media is a boon for the learning process and creative mind at the same time on the other hand it can drag students into the chasm of cybercrime. So it is the responsibility of educators, parents, researchers, and social activists to keep eye on their activities without interfering in their personal space. Several studies have found that school students have handled new technologies in a very responsible manner which concludes that if students are provided the right guidance and counseling the cybercrime and other juvenile crimes can be reduced. New and upgraded technology stimulates students' independent self and active learning which encourages students' responsibility for their learning (Passey, 1999, Dutta, & Chabra, 2019).

During the COVID situation, not only school students but their parents and other stakeholders also get benefited from social media and other web-based technologies. It helped school students in taking classes, assignments, projects, and an evaluation process also. It helped in engaging students in different creative and innovative activities. Net features like coding, gaming, and other activity-based features have helped students to develop new skills other than school learning.

INFLUENCE OF WEB 2.0 TECHNOLOGY-BASED SOCIAL MEDIA IN THE AREA OF INDIAN RESEARCH:

Change is the natural process in every aspect of life and technology's importance depends upon its changing and upgrading features. Changes have taken place in social networking technologies also WWW has upgraded from web 1.0 to 5.0 technologies with many additional features. Western countries like the USA, UK, Australia, Africa, etc. have conducted most of the researches in the field of individual, collaborative, and another web 2.0-5.0 technologies

and social media in comparison to India (Jena, 2015b; Jena, Bhattacharjee, Devi, & Barman, 2020).

India is a developing country and seeking upgraded changes in its education system to chasing the race of developing to a developed country. Nowadays Indian education system is upgraded from one-way communication (web 1.0) to two-way communication (web 2.0) technologies like social media. Social media these days are very popular among learners and youngsters as a learning, entertaining and useful tool. It is an important issue to analyze interactive platforms, teaching-learning process, construction of new knowledge which should be outcome-based, use of social media in other educational settings and assessments is required for upgrading pedagogy to pedagogy 2.0 (Benson, 2008). Communication is an important feature for learning, and for effective communication to take place, students should work on the improvement of their language which encourages collaboration, so research is required in the field of languages used on social media of web 2.0 technologies (Lill Ingstad & Mondahl, 2009; Mondahl, & Razmerita, 2014). Tools and techniques describing factors for learning skills like language skills concerning social networks and other online tools should be explored in the field of research (Derakhshan, & Hasanabbasi, 2015).

Studies also revealed that girls' participation is low in social media due to the lack of computer access, time spent, and also because of lack of linguistic competency and is recommended to conduct a qualitative study to understand the depth of the problem (Rajasekhar, & Jaishree, 2020). Girls are less encouraged in technical advancements and are found less involved in technology handling, especially in rural areas. Women who are married are facing several psychological and behavioral challenges in technological use.

Taylor (1999) in his five stages of distance education has talked about the involvement of intelligent flexible learning at the fifth stage which includes asynchronous online learning and interactive multimedia. Intelligent flexible learning is possible through software, multimedia, and virtual tools like web 2.0 technologies or social media (Gupta, Singh, & Marwaha, 2013). Implementation of new features required study of the environment and opinion for improvement.

It has been recommended that researches should be conducted in two major areas: 1) mixed model study is required with the addition of traditional and modern way of learning with web 2.0 technologies and social media; and 2) the effect of web 2.0 technologies on demographical aspects of individuals like gender, socio-economical aspects, and other environmental factors; variables like IQ should be studied in relation with learners learning level and performance (Jena, 2015; Jena, Bhattacharjee, Devi, & Barman, 2020). Before any other researches, this question is to be solved that to find out the appropriate social media measuring tools and the way of its use in the process of e-learning (Gupta, Singh, & Marwaha, 2013).

It is a challenge for school education to find out the best tools, models and pedagogical practices to be used for enhancing the creative and innovational environment for school students and in higher education. Several recommendations are given by researchers and scholars to conduct a SWOT (Strength, Weakness, Opportunity, Threats) analysis of web 2.0 technologies and social media so that weaknesses should be overcome through opportunities and threats should be removed through strengths.

It is also important to study educators, teacher educators, and faculty behavior, their comparison and attitude for web 2.0 technologies and social media, and find solutions for problems, improvements, and encouragements for the quality education system (Tyagi, 2012). A more quantitative or survey-based study should be conducted to find out the direction of students' interest and insight for web-based learning resources and their use in the field of the teaching-learning process (Gautam, Khandelwal, & Dwivedi, 2020). The gap should be identified in web-based learning resources, insightful learning, and reflective thinking. According to several studies now several schools and institutions are providing full online assistance in education so the study is required to develop Computer-based instructional packages in different courses and for a different syllabus (Chaudhary, 2020). Educators and teacher educator's training is required from time to time it is the responsibility of research and development cells to upgrade their modules with new features. It is also recommended that teacher's evaluation is also required so that they can find their lacking and equipped themselves with new features. Standardized tools are required for the assessment and evaluation of school-

based learning as there are very rare standardized tools available for assessing web 2.0 technology and social media.

CONCLUSION:

Web 2.0 has to boost social media with special features to enable it for the 21st-century learning process. Social media has bridged the gap between the teaching-learning and interaction process. It has added new features in the communication system which has taken a new generation step ahead. Now ICT of school education is not just limited to reading and writing it has added features of interactive, virtual, and digital technologies. School students of the new generation are aware of these technologies and are more able to handle them than their older generation. But still, it is the responsibility of the elder generation to be vigilant about its use by students and researchers' responsibility is to keep finding new and innovative use of social media, positively and productively, also find reasons of negativity around it and how to remove it. More researches are required in the field to identify problems faced by teachers and learners of the new generation as lots of researches has been conducted on higher education in respect of social media now research should turn its way to find school students' problems and challenges faced by them. A mixed-method, gender, demographic, behavioral factors, culture, and environmental studies are recommended in social media. Media literacy is one of the major issues which required special attention. COVID-19 situation has proved that social media is now an integral part of school education and other education system and played a vital role during the pandemic situation. Hence, it is proved that social media is also a tool or method of the teaching-learning process which needs frequent assessment evaluation, up-gradation, and should be handle with care.

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