

Social Media: Digital Classroom for media Education

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ABSTRACT- The Information and Communication Technology, of which the social media is part and parcel, through warp and woof of the millennial life is yet to be fully tapped and used in media education, let alone education as a whole. The students, who are using new media platforms such as YouTube, email, WhatsApp, Facebook, Twitter, Instagram, Google, are doing so, more outside classrooms than in classrooms, though social media has power to overcome all obstacles in the traditional electronic modes of communication. Rather than the educational-oriented features of social media, it is entertainment-oriented aspects that draw students into the cyberspace where they have become self-centric, self-centred and self-oriented, always looking for more 'likes', more 'comments', more 'upvotes' to their posts, videos and memes on anything under the sun. This disconnects between use of social media for education and for ego-centric use is quite alarming and worrying. The researcher studies the impact of digital classroom like a social media among media education students in Tamilnadu.

KEYWORDS: Social Media Learning, ICT, Digital Classroom, 21st Century Education

I. INTRODUCTION

Media students, as they are exposed on day-to-day basis to online learning, communication and creation and sharing of content, are finding themselves in a totally new environment, different from their counterparts a few decades ago, where they have to watch, participate in and analyze social media trends. So, as their discipline demands, they have to trace the history and evolution of social media to blogging.

Blogging, a distorted portmanteau, so to speak, is derived from combination of web and logging. Along with the development of Web was born the art of blogging, a sort of personal journal. Blogging is, in fact, a digital version of the age-old diary-writing. A blog (a truncation of the expression 'weblog') is a discussion or informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries (posts). Posts are typically displayed in reverse chronological order, so that the most recent post appears first, at the top of the web page (**Wikipedia**).

1.1 BLOGGING PREDATES BIRTH OF SOCIAL MEDIA

Blogging is a sort of platform that predated the enormous birth and explosion of social media. When youths, though inexperienced and not highly educated they may be, felt like giving a linguistic form to their most intimately personal feelings, urges and outlook, they would do so in personal diaries. But they would fight shy of bringing them out in the open, say, in the form of a publication for fear that their drawbacks on several counts might be exposed. Yet several people in the past had written and maintained personal diaries like the one that the Germanic Jewish teenage girl Anne Frank wrote during the Holocaust when in hiding for two years. The girl's diary was rediscovered long after her death at age 15 and published in several languages.

"Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year old school girl. Oh well, it doesn't matter. I feel like writing (**Anne Frank, 1952**).

But the digital facility of blogging, which was quite an unimaginable and undreamt-of tool in her days and which appeared in 1994, drove several youths to come out in the open in the cyberspace and record their thoughts called blogs.

Usually, the first blogging is attributed to Justin Hall, who launched his site Links.net in 1994, being an undergraduate at Swarthmore College. "When I first started.... they called it a personal page," he said, "then they said I am one of the first Web diarists and now I'm one of the first Web bloggers." (**Jeffrey Rosen, 2004**).

It was in 1997 that Ohio-born computer buff Jorn Barger coined the term 'weblog' to refer to his online writing culture. His page called 'Robot Wisdom' contained several links to websites and his own writings about several subjects including artificial intelligence and James Joyce. But it was Peter Merholz who further cut the phrase 'weblog' into 'blog' in his site petermine.com in April, 1999.

The first blogging community that was a precursor to the later-day social media sites was Open Diary set up on October 28, 1998 by Bruce Ableson and Susan Ableson. It was the first web site that brought online diary writers together into a community. (**Wikipedia**). It was followed by three blogging platforms known as LiveJournal, Xanga and Blogger. Post-2000 several blogging sites emerged on the horizon such as wordpress.com, Tumblr, Gator, Wix, Squarespace.

1.2 DIGITAL CLASSROOM: YOUTUBE

A household name in the world of short-film makers and v blogging (video blogging), YouTube was established by three former employees of PayPal, online payment portal, Chad Hurley, Steve Chen and Jawed Karim on April 23 2005. With the first video that showed Jawed Karim at the San Diego zoo being uploaded with the name, 'Me at the Zoo', on April 23, 2005, YouTube has been teeming with millions and millions of videos, giving a visual treat to users and viewers. So, no wonder, in 2006 it was honoured by Time magazine as 'person of the year', which flashed on its cover YouTube screen.

The most important feature of YouTube is its educational nature. Lots of tutorial videos in which professors, teachers, tutors, experts and linguistic scholars have been appearing on YouTube. In fact, it has been making a heavy impact on students and teachers in all disciplines. In fact, YouTube is a boon to media students who can upload their studies in video format in the social media site.

II. Literature Review

Silvia Parusheva, Yanka Aleksandrova , Antonio Hadzhikolev conducted an online survey among 378 students doing graduation and post-graduation in Bulgaria in May-June, 2017. Of the students surveyed, only 0.6 per cent does not have any social media account. The survey findings are that 97.4 per cent of students are comfortably and constantly browsing the Facebook pages, among them the most popular sites are YouTube, Google+ and Instagram.

The research has found that most of the students covered for the study are using Facebook as a major platform for sharing, chatting and citing and disseminating education materials. The finding that students cannot learn, dispensing with social media is not only relevant to Bulgaria to which the researchers belong, but also to all countries across the world.

Students and teachers are now living in a world highly participative and interactive and hence teaching-and-learning has become a mutually sharing exercise. By sharing social media sites having education content, they both help each other in an 'exchange of knowledge and information. (**Koc-Damgaci, Fadime, Aydin, Hasan, 2017**).

The paper, Stimulating Critical Thinking Among Tertiary Students Through YouTube Videos and Interactive Activities: A Reflective Journey, (**Sethela June, Aizan Yaacob and Yeoh Khar Kheng, 2014**) sets out to study the use of YouTube videos in boosting students' critical thinking capability. The paper puts

forward two theories as underpinning the research: 'The constructivist learning theory and the cognitive information processing theory'.

The constructivist learning theory holds aloft the student's individual skill of acquiring knowledge by themselves. The students themselves receive information, understand it, construct necessary knowledge out of it and create their own intellectual environment based on their capabilities and knowledge level. This method provides the students a 'realistic leaning environment' that creates 'multiple perspectives' and also creates a 'self-awareness of learning capabilities.'

III. Research Design

The researcher adopted Action Research design for the research study. The researcher used Google online questionnaire to collect the information among media students in Tamilnadu. And 300 respondents actively participated to provide the primary data and secondary data was collected from books, journals and periodicals. And data were analysis in SPSS.

IV. Data Analysis

Table 4.1: Have you included your professors in social media group for educational needs?

Professors in Social Media	Frequency	Percent
Valid 1-Yes	210	70.0
2-No	90	30.0
Total	300	100.0

Interference

According to table 4.1, as we can see here 70% of the respondents were said that professors included in social media for their educational needs and 30% of the respondents were said professors not included in social media. Here frequencies were indicated that, 70% of respondents were included their professors in social media after the classroom for the educational needs.

Table 4.2: How often do you use social media sites for media learning purpose?

Use of Social media	Frequency	Percent
Valid 1-Daily	167	55.7
2-Weekly Once	79	26.3
3-Monthly Once	6	2.0
4-Only exam time	48	16.0
Total	300	100.0

Interference

According to table 4.2, as we can see here 55.7% of the respondents were said usage of social media daily for their media education, followed by 26.3% said weekly once, 2% said that monthly once and 16% were said that only exam time. Here frequencies were indicated that 55.7% of respondents were using social media daily for their media education.

Table 4.3: Which of the following social media is most helpful for your media education?

	Social Media	Frequency	Percent
Valid	1-YouTube	177	59.0
	2-Whatsapp	56	18.7
	3-Yahoo Messenger	1	.3
	4-Facebook	30	10.0
	5-Google+	8	2.7
	6-Instagram	18	6.0
	7-Linkedin	4	1.3
	8-Twitter	5	1.7
	9-Telegram	1	.3
	Total	300	100.0

Interference

According to table 4.3, as we can see here 59% of the respondents were preferred YouTube as a most helpful social media for media learning, followed by 18.7% of the respondents were said that Whatsapp, 0.3% said that Yahoo messenger, 10% of the respondents were said Facebook, 2.7% of the respondents were said Google+, 6% of the respondents were said that Instagram, 1.3% of the respondents were said that LinkedIn, 1.7% of the respondents were said that Twitter and 0.3% were said that Telegram. Here mode and median indicates that, YouTube is effective tool for learning.

Table 4.4: Can you connect subject experts to clear media doubts though social media?

	Connect	Frequency	Percent
Valid	1-Poor	35	11.7
	2-Fair	94	31.3
	3-Satisfactory	88	29.3
	4-Very good	52	17.3
	5-Excellent	31	10.3
	Total	300	100.0

Interference

According to table 4.4, as we can see here 31.3% of the respondents were said fair to connect subject experts online for their subject doubts, 29.3% of the respondents were said satisfactory, 17.3% of the respondents were said very good, 11.3% of the respondents were said excellent and only 10.3% of the respondents were said poor. Here average weightage is 3. So, respondents were satisfied to connected media subject experts via social media for their doubts in media education.

Table 4.5: Have you gained subject knowledge after started to use social media?

	Knowledge	Frequency	Percent
Valid	1-Strongly Disagree	9	3.0
	2-Disagree	13	4.3
	3-Neutral	80	26.7
	4-Agree	152	50.7
	5-Strongly Agree	46	15.3
	Total	300	100.0

Interference

According to table 4.5, as we can see here 50.7% of the respondents were agreed to gained subject knowledge after started to use social media, 15.3% of the respondents were strongly agreed, 26.7% of the respondents were said neutral, 4.3% of the respondents were disagreed and only 3% of the respondents were strongly disagreed. Here average weightage is 4. So, respondents were agreed to gain media subject knowledge after started to use social media as an educational tool.

V. FINDINGS

- 70% of the respondents were said that, their professors included in social media for their educational needs.
- 55.7% of the respondents were said usage of social media daily for their media education.
- 59% of the respondents were preferred YouTube as a most helpful social media for media learning.
- Respondents were satisfied to connected media subject experts via social media for their doubts in media education.
- 50.7% of the respondents were agreed to gained subject knowledge after started to use social media.

VI. CONCLUSION

It is a digital platform where an information and communication explosion are taking place, knitting together with people through online from diverse backgrounds and various parts of the globe, shattering the barriers of race, religion, language, country et al. Accessed media educational content from anywhere, anytime and by anyone, social media operating in computer and mobile phone at hand, has opened up endless avenues of media educational content and information that millions of people share with one another, comment on and process in what is presently called

social networking. This user-friendly, easily accessible and not so expensive social media has changed the new way of digital classroom in media education.

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