Use of Social Media as an Interactive Teaching Aid in Developing Countries

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ABSTRACT: Usually, people used the Internet to search content: for reading it, they viewed it, and buy it. Gradually, they are using the platform such as social media to produce, share, and disuses different content. In recent years, social media appeared as a very renowned platform for content sharing. The major challenge faced by developing countries is a bad economy. Due to the economic crisis, they cannot properly improve the teaching infrastructure of higher education institutions.Commercial software are costly e.g. blackboard, and developing infrastructure for open source software are time-consuming and expensive e.g. Moodle. This work uses cross-sectional design as a primary research method, and data from 112 graduate and undergraduate students were collected from Pakistani public sector university using a questionnaire survey and investigated, can social media be used as teaching aid and proposed a model ITSM (Interactive Teaching with Social Media) which can be used as teaching aid in developing countries.

Keywords: Social Media, Learning, Teaching, Teaching Aid.

I. INTRODUCTION

In current days, every aspect of our life has been affected by technology [1]. It has changed the mean of communication and collaboration through Social Media [2]. The social media almost completely beat the other media such as newspapers, radio, and TV in the viewership. It created a new medium of interaction among people (social interaction).Currently, social media has a huge number of users, such as Facebook has 2.3 billion users [3]. Because it provides more freedom to share individual views as compared to the traditional platform where information spread under the influenced by specific groups [4]. Social media provides many means of interaction such as profile-based, content-based, and microblogging [5]. In the profile-based service, a user manages and shares content through a web page called profile page such as Facebook. In content-based services profile is not considered for managing the contents, these services basically provide multimedia file sharing facilities (e.g. YouTube). Microblogging services provide the facility to broadcast small messages to public or group members [5].

Social media is being used for performing various activities such as communication, content sharing, comments on a specific event, etc. although, it can be used for teaching and learning activities and many researchers have investigated the use of social media for teaching and learning [3]. In the existing studies, many researchers have claimed that the majority of higher education institutions students have an account on social media, and they are using social media for various learning purposes [6]. A recent study showedthat Facebookis the most adapted tools in the higher institution for various academic-related activities [B]. However, they spend more time on social activities [7]. It can be involved in many learning such as classroom community, collaborative writing, collaboration, project management, etc. [8].

Teachers with self-disclosure on social media can improve the learning motivation of students in the classroom [9]. Communication through social media among teachers and students can improve the learning process and student grades [10]. Another way of using social media groups or community as a learning management system is that it would enable a teacher to easily post their lectures and event on it [11].

This research basically focuses on how social media can be used as a tool for interactive teaching in less developed countries. The major challenge faced by less developed countries is the bad economy. Due to the economic crisis, they cannot properly improve the teaching infrastructure of higher education institutions. In the current scenario, the implementation of interactive teaching seems very difficult in them. Because tools involved in interactive teaching are expensive and out of their reach.

On the other hand, social media has come out as a powerful instrument for interactive interaction and it is economically accessible. Almost every student of Higher Education Institution (HEI) uses it for communication and coordination. They use social media for different purposes (e.g. fun, chatting, interaction, some time for learning). Therefore, this research is divided into two parts. The first part consists of a survey study and the second part of this research proposes a social media-based interactive teaching model.

A survey has been conducted on a government Higher Education Institution and investigated:

- Percentage of HEI' Students who use social media.
- Frequency of visit to social media.
- Purpose of the visit.
- Percentage of students who uses social media for academic purpose.
- How much time spend on social media?

- Can social media improve the interaction between students and teachers? This section should be succinct, with no subheadings.

II. MATERIALS AND METHODS

A. Research Method
This study utilized a qualitative research method for data collection and the objective of this method to understand the participant's attitudes and experiences. Therefore, it is desired in order to evaluate the ideas, experience, and beliefs of the participants regarding social media as a teaching and learning platform in Pakistani universities.

B. Participants
In this study, data were collected from (N=112) undergraduate and graduate students. The sample consisted of 77 (68.8%) male, and 35 female students (31.3%). Whereas, 74% of participants were from undergraduate and 24% were from graduate class.

C. Data Collection Tools
In this study, the evaluation form included three sections. In Section 1, students were inquired about their demographic information (e.g. gender, age). In Section 2, students were asked about Internet and social media usage (time spend on the internet and social media. Finally, in Section 3 students were asked their opinion about the use of social media as a tool for teaching and learning purpose.

D. Data Analysis
Data were analyzed through the SPSS for calculating the percentage and analysis to find out how much students spend their time on social media and internet, in which activities they spent most of their time on social media and either it may be used as a tool for teaching and learning purpose to enhance the standard of the teaching and learning in the developing countries like Pakistan.

E. Validity and Reliability
In this study, for ensuring the reliability of data collected via questionnaires, they were collected through very carefully according to ethical research. In order to reach the utilization in the study, the students of Pakistani university who experienced Social media were selected due to the availability and accessibility

III. RESULTS AND DISCUSSION

In the sample (33%) of students were from Management Sciences, (43.8%) from Computer Sciences, (14.3%) from Environmental studies, and (8.9%) from Media Studies. In Fig. 1, 108 (96.4%) students reported they have an account on social media and only 4 students did not have social media account (probably either they do not have the facility of internet or communication devices). Most of the social media users (79.6%) claimed they use social network account on daily basis and (20.4%) do not use their account regularly. (85.2%) supported the use of social media for academic purposes and only (14.8%) replied in No. In the last, (81.5%) respondent agreed and only (18.5%) disagreed on the question can social media improve the teacher and student interaction?
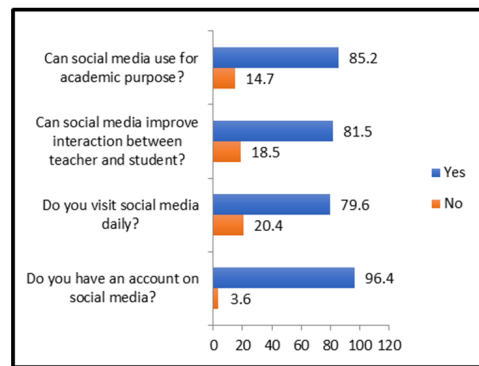

Fig. 1. Social media frequency of visit

As per result, most of the students (41.7%) spent 1 hour daily on social media, whereas (32.4%) were spent less than or equal to 30 minutes, (16.7%) were spent 2-3 hours, and (9.3%) were spent 4-5 hours (Fig. 2).
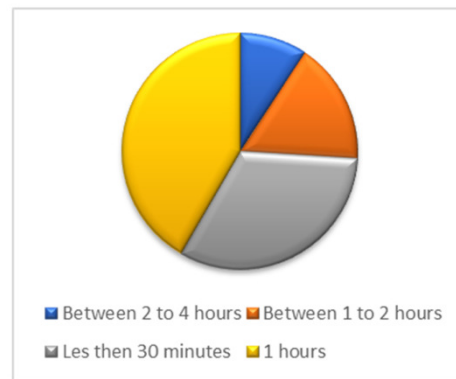

Fig. 2. Length of social media usage.

Fig. 3 showed the responses to the purpose of internet and social media usage; (68.5%) stated mostly they have used the internet for educational purposes and only (37.0%) respondents have used social media for their educational purpose. (17.6%) accepted that they used the internet for fun and (36.1%) used social media for fun. (5.6%) stated that they used the internet for chatting and (19.4%) were used social media for chatting purposes. (8.3%) used the internet for other activities and (7.4%) used social media for other activities.
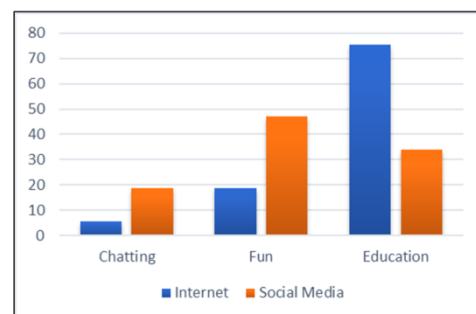

Fig. 3. Internet and Social media usage.

At present social media has become the most common medium for interaction such as Facebook, Twitter, etc.

Especially Facebook is used by common people for communicating with others. Facebook also provides a feature called Facebook groupwhere peoples who have a common interest can communicate and give their opinions. It can be closed where only members can interact with each other or the public where anyone can interact. In the proposed interactive teaching model, the instructor makes a closed group and share their learning material among the students, as shown in Fig. 4. In the model, learning material into two sub material 1) course-related material which contains lecture slides and other resources and 2) Social and ethical related resources which are not directly related to the course but are used for building social and ethical awareness in students.

Fig. 4. Interactive subject related post .

In the proposed model, the second kind of material is transformed into a more iterative format via social media interactive apps and other tools. For example, posting interactive pictures related to the course or social/ethical theme can improve the understanding of the subject, as shown in Fig. 5.
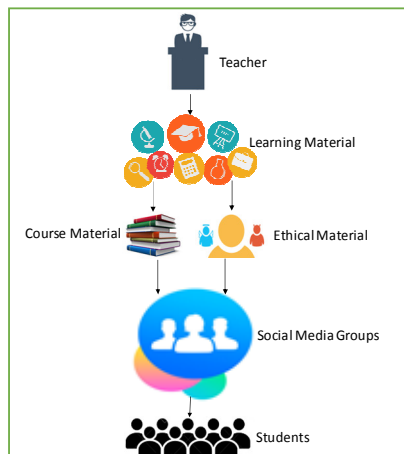

Fig. 5. Interactive ethical/morel teaching resource.

IV. CONCLUSION

This paper investigated the use of social media as a teaching aid. It proposed a model, ITSM (Interactive Teaching with Social Media), which can be used as teaching aid in developing countries. In addition, the results show that most of the students spend an hour and more daily on social media. Mostly they use the internet for educational purposes, but very few use social media for educational purposes. In conclusion, it is observed that in developing countries the social media can be used as a teaching aid, and it can improve teaching efficiency.

V. FUTURE SCOPE

The next step in this study is to develop a complete framework based on social media platforms, which can be used as teaching aids.

Conflict of Interest. There is no conflict of interest in this work.

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