

THE ROLE OF SOCIAL MEDIA IN HIGHER EDUCATION AMONG MEDIA STUDIES LEARNERS

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Abstract: *The developments in the field of media are so fast that one can easily suffer from outdated in the profession, if we not sensitive enough to all these changes and do not adopt with changes in new technology, we will be exit from the media industry. Social media network services are not limited to home, its offer the living-room experience of sharing the video while watching and we can download videos and social exchanges behalf of the user. Social media interactions among the users like textual exchange are spontaneous. A user can invite multiple users to watch the media tutorial videos, and exchange text messages while watching and clarify the doubts with subject experts. The group of users can watch the same video is referred to as a media education session.*

Key words: *Social Media, E-learning, online education, cognitive load theory (CLT), Web 3.0.*

1. INTRODUCTION:

The wide deployment of 4G broadband cellular infrastructures further fuels the trend. Apart from common productivity tasks like emails and web surfing flexing their strengths as video streaming exchange. The designs of a novel Social media, which can be effectively, utilize to spontaneous social interactions among social media users. It blends viewing experience and spread media education among the users. As opposed to traditional system of reading books, social media is well suited to today's life style.

2. SOCIAL MEDIA FOR EDUCATIONAL DEVELOPMENT:

In present day Internet is not only cheap but it has also become an essential part of human life, which includes activities such as reading e-mail, shopping, advertising etc. Social media has various ways to access by students such as personal computers, tablets, smartphones etc. It is very true that social media has its own advantages and disadvantages. The first point is social media is considered to be important because it can be used as an educational tool. Students can expand their learning experience by researching through social media. There are unlimited amount of information in the social media, which the students can learn. The students using social media can apply new ways of practices and learning in education. Students are kept updated and they know about what is happening in their areas of learning.

Social media provides tutorials and information about topics, which are not easily understood by the students. So this could be an easy way of understanding for the students. According to a research in 2013 Social media has increased to 21.3% in the past one year. Out of 59% of the educators who agree that social media is an essential part of learning 56% out of it still consider it to be a great way of distraction.

Social media includes the various online technological tools that enable people to communicate easily via the Internet to share information and resource' says Ghosh. India is one among the prominent media power in the world. In India about 60% of Social Media participation is from the non-metro cities but still the greatest traffic is from Mumbai, a metro city. The 15-24 Age groups are the most active members in social media. The female participation in Social Media also shows a consistent weightage in the ratio of 80:20 with comparison to the male participation ratio. It is also known that the most active members are graduates who are seeking for job or planning for their higher studies. Maximum users are from the category of earning below 2 lakh Rupees per annum. The reason for this is social media primarily drives only the youth. Facebook is the major social media used by the Indian audience mainly for reading posts, liking photos, playing games, visiting applications etc.

2.1 Web 3.0 for online education

A few creators (Hussain, 2012; Poore, 2014) have thought about the Web 3.0 for instruction, proposing the likelihood of getting to data in one worldwide information as one of its most trademark highlights. In spite of the fact that the web 2.0 implied the level of interest it has included, it has likewise prompted the era of a great deal of sloppy substance. The Web 3.0 implies that this data might be systematized wisely, opening up the likelihood for its utilization and change into helpful information (Ramírez-Leon and Peña-Alcira, 2011). One of the immense

commitments of the Web 3.0 is the access to learning assets through cell phones, which empower access to any substance, whenever and for all intents and purposes anyplace.

3. LITERATURE REVIEW:

Interestingly, people communicating on the web are frequently connected by particular instrumental ties. The limits of online groups are liquid and relationship among individuals is fleeting (Calhoun, 1998; Chua et al., 2009; Johnson, 2001; Katz et al., 2004; Wellman, 1999). The nonconformist qualities of the online group, for example, willful affiliation in light of necessities, obviously recognize it from conventional groups, with innate regularizing structures supporting natural requests (Katz et al., 2004).

Fernback (2007: 49) watches that 'individuals from virtual groups talk about common regard and minding yet at the thought of genuine closeness the similitude of "group" in the internet is one of advantageous fellowship without genuine duty. The idea of online group has moved toward becoming 'progressively weakened as it develops into a components that apparently "mean" group'.

4. OBJECTIVES:

- To improve skills of media learners and media professionals.
- To offer media education programmes through social media networks.
- To incorporate the suggestions and findings from the participants.

5. RESEARCH DESIGN:

The core idea behind this research is to develop and assess the effectiveness of media education among media students and working media professionals. The total approach starts from the identification of the need, identification of the resource persons, development of learning material packages and provisions of media education to the users.

The research design of the study could be termed as descriptive research, as the study attempts to find out the role of social media networks in media education. And purposive sampling method was adopted to select the sample. The questionnaires were circulated to 100 respondents in different parts of Chennai district.

6. THEORETICAL BACKGROUND:

In the most recent decade, cognitive load theory (CLT) has turned into a built up hypothesis in the field of learning and guideline (Kirschner, 2002; Paas, Renkl, and Sweller, 2003, 2004). At the 2004 Annual Meeting of the American Educational Research Association (AERA) in San Diego, three symposia were composed around this theme: CLT as a Framework Integrating Studies on Multimedia Presentation, Levels of Expertise, and Task Complexity (led by Paul Ayres); Scaffolds and Aids for Effective Learning with Multimedia and the Web (led by Jan Plass, Roxana Moreno, and Roland Bruunken), and Cognitive Measure-intended to Advance the Design of Optimal Learning Environments (led by Richard Mayer).

7. DATA ANALYSIS AND KEY FINDINGS:

- The 64% of the respondents were between the age group of 15 and 25. 21% respondents were between the age group of 26 – 35 yrs. 11% were from the 36 – 45, (3%) were between the age group of 46 – 55 yrs. and 1% were 56 and above age group. Therefore, 85% of the respondents were youth between 16 and 35. Youth are more attracted for media education through social media.
- The most (48%) of the respondents were Undergraduates and a little less than the Undergraduates were the Postgraduates at 41%. 7% were in M.Phil. and 4% were Ph.D. scholars. So that 89% respondents are undergraduate and postgraduates media students are effectively using social media for media skill development.
- A little over half (56%) of the respondents are using social media for education more than 5 hours in a day. 21% of the respondents 3 - 4 hours in a day. 16% of the respondents were 2 – 3 hours and 7% were 1 – 2 hours social media networks usage for media education.
- The 79% of the respondents read and forward the media educational videos and study materials. Only 21% only read media educational content. So, media education is spreading from one to many in the social media networks.
- The 97% of the respondents said learning through social media is very useful for update and improve skills and only 3% said social media is not effective tool.

8. CONCLUSION:

The twenty first century is the grand opening for information and communication technology interventions for media educational development. The social media have possibility to exchange and receive the media educational

content anything and anywhere, on any digital device. This can be new age creative media education participation and media learner community formation around the world.

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