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### Social Media Creative Technology in Media Education

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**Abstract:** What started as a dormitory online forum for college students has become a mega power in social media world. This is how social media, a fad among college students or a rage in social networking domain, can be described in a nutshell. Then later it become most powerful tool for education. This study paper researcher studied effectiveness of social media in media educational technology.

**Keywords:** Technology, media education, 21st Century's, Social media

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#### 1. Introduction

What with over 2.3 billion monthly users visiting facebook.com, as of March 31, 2019, (<https://zephoria.com> April, 2019), Facebook was in its year of inception (February 4, 2004) just a social media site for Harvard University students. Launched initially as Face Mash (July, 2003) that was intended as a site similar to www.hotornot.com to allow the students to rate the attractiveness of female photos uploaded on the site and say if a photo is 'hot' or 'not', Facebook started spreading its tentacles all over the globe, bringing under its shadows billions of youths in 2006.

Set up by Mark Zuckerberg, his college mates Eduardo Saverin, Andrew McCollom, Dustin Moskovitz and Chris Hughes, the juggernaut of Facebook began rolling out, covering several colleges in the US in initial years and later almost all colleges and students across the world. Trampling on Myspace in 2008, it has got the third spot in the Alexa website trafficking ranking, only after YouTube and Google. And now these are the social media become educational tool.

##### 1.1 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 educational videos, giving a visual treat to users and students.

**2. Literature Review**

However, there is a defense of this practice.” Daily posts which indicate what one had for breakfast or what one is wearing can easily be relegated to the merely banal. But, as sociologists, we should recall Bourdieu’s (1984) argument that the daily, sometimes ‘banal’, is pregnant with meaning. In the case of Twitter, ‘banal’ social media posts serve as an important vehicle of self-affirmation” (Dhiraj Murthy, 2012).

The fact that social media platforms are teeming with astronomical number of memes has made several people sceptic of the value and importance of memes most of which go viral, causing great joy to the creators and disseminators. However, there are media studies which highlight the seriousness and history of what appears like an empty exercise ‘the weird world of memes’ (Piia Varis and Jan Blommaert, 2015).

**3. Methodology**

The questionnaire is the major instrument for this study. The Google questionnaire was circulated among media students in various parts of Tamilnadu to get surveyed. The sample size chosen for study was 300 media students in various parts of the Tamilnadu media course offering institutions to collect the effectiveness of social media in media learning. The nature of the Google questionnaire has made it easier to analyse the data and to interpret the results by SPSS software.

**4. Data Analysis**

**4.1 Availability of media course content in social media**

Respondents have recorded the availability of media course content in Social media. The responses given by the media students are captured in Table 4.1.

**Table 4.1**

**Availability of media course content in social media**



Source: Primary data

Table 4.1 explores the availability of media course content in social media. Around 5% of the respondents stated that Learning content is clear and relate to their media is poor, 32% of them stated it as fair, 35% of them stated it as satisfactory, 16.7% of them stated it as very good and 11.3% of them stated as excellent. Regarding media course content that is explained practically, 3.7% of them stated as poor, 26% of them stated as fair, 36% of them stated as satisfactory, 20.3% of them stated as very good, while 14% of them stated as excellent. Around 11.7% of the respondents stated as poor, 31% of them stated as fair, 27.7% of them stated as satisfactory, 18.3% of them stated as very good, while 11.3% of them stated as excellent concerning the media learners are allowed to use the course content fully with free of cost. When the respondents are asked about the media subject experts are available to connect online and help them to clear doubts, 11.7% of them stated as poor, 31.3% of them stated as fair, 29.3% of them stated as satisfactory, 17.3% of them stated as very good, while 10.3% of them stated as excellent. Similarly, concerning media course content in social media is updated with the latest information, 4.7% of them stated as poor, 23% of them stated as fair, 34% of them stated as satisfactory, 22.3% of them stated as very good, while 16% of them stated as excellent.

#### 4.2 Advantages of social media among media studies learners

Respondents have recorded their opinion regarding the advantages of social media among media studies learners.

**Table 4.2**

#### **Advantages of social media among media studies learners**



Source: Primary data

Table 4.2 explores the advantages of social media among media studies learners in which when the respondents are asked whether they can live stream with the help of social media for educational purposes whenever they need, 37.3% of them agreed, 34% of them stated neutral, 15% of them strongly agreed, while 7.7% of them disagreed and 6% of them strongly disagreed. Similarly, when they are asked whether social media is easy to access anytime and anywhere among the respondents, 32.3% of them agreed, 29% of them strongly agreed, 28.3% of them stated neutral, 5.7% of them disagreed and 4.7% of them strongly disagreed. Regarding social media updates the respondents with the latest media technology, 31.3% of them stated neutral, 31% of them agreed to it, 26.3% of them strongly agreed, 6.7% of them disagreed and 4.7% of them strongly disagreed. Regarding social media connects media subjects interested people across the globe easily, 33.7% of them stated neutral, 30.7% of them agreed, 24% of them strongly agreed, 6% of them disagreed and 5.7% of them strongly disagreed. Relating to Social media builds strong media learner communities, 33.7% of the respondents stated neutral, 32.7% of them agreed, 21.7% of them strongly agreed, 8% of them disagreed and 4% of them strongly disagreed.

### 4.3 Disadvantages of social media among media studies learners

Respondents have recorded their opinion regarding the disadvantages of social media among media studies learners. The responses given by the media students are captured in Table 4.3.

Table 4.3

#### Disadvantages of social media among media studies learners


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Source: Primary data

Table 4.3 explores the disadvantages of social media among media studies learners. When the respondents are asked whether they are dependent always on social media for their educational needs, 34.7% of them stated neutral neither agree nor disagree, 32.3% of them disagreed, 15% of them agreed, 12.7% of them strongly disagreed, and 5.3% of them strongly agreed. When the respondents are asked whether social media kills traditional habits like reading books in the library etc., 28.3% of them stated neutral opinion, 23.7% of them agreed, 22% of them strongly agreed, 16% of them disagreed, and 10% of them strongly disagreed. Concerning whether social media makes the respondents lazy due to the easy availability of media course content, 27.7% of them stated they have a neutral opinion regarding this, 26.7% of them agreed to it, 18.3% of them strongly agreed, similarly, 18.3% of them disagreed as well, while remaining 9% of them strongly disagreed. When the respondents are asked to state about the continuous use of social media leads to health-related issues, 33.3% of them neither agreed nor disagreed and stated neutral, 27.3% of them agreed, 19.3% of them strongly agreed, 13% of them disagreed, and 7% of them strongly disagreed. Around 27% of the respondents agreed that social media disturbs them with continuous messages, while 27% of them stated neutral, 20.7% of them disagreed with it, 17% of them strongly agreed and 8.3% of them strongly disagreed.

## 6. Conclusion

The most important feature of social media is entertainment nature into creative media educational nature now. Lots of educational 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, social media is a boon to media students who can upload their studies in video format in the social media site and it can be anytime and anywhere media learning with technology.

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