Research Paper

Advantages and Aspects of Social Networks in the Interactive Educational Programs

Asif Najib*

Department of Journalism, Faculty of Social Sciance, University of Peshawar, Peshawar, Pakistan

Abstract
Social media incorporating wide range of networked tools and technologies highlight the social aspects of the web as a modern medium for communication, collaboration, interaction and creative expression. These tools provide cost effective, instant, interactive and faster methods of communicating information and are widely being utilized in modern education systems. Subsequently, in present technological rich environment, smart gadgets are fast replacing and enhancing the conventional tools for facilitating teaching / learning process and also plethora of social media tools help in managing and delivering varied teaching learning resources: Open Educational Resources, Open Courseware, Personal Learning Environments (PLEs), Open Learning objects, Virtual classrooms etc.The present paper attempts a comprehensive review of related literature about different aspects of social media and also endeavours to identify prominent social media tools associated with facilitating use of interactive teaching learning environment. The study highlights use of social media and its various dimensions concerning effectiveness of social media for personalized education in a convenient and interactive fashion.

Keywords: Open Learning Initiatives; Interactive Learning; Social Media; Personal Learning Environments, Open Education

1. Introduction

The modern-day technology driven communication systems are increasingly being used in innovative teaching and learning experiences. These innovative technologies encourage scholarship, team work; global contribution in teaching/learning activities enabling collaborative teamwork and encourages knowledge distribution among teachers and scholars (Aloisi & Scana, 2016). Most of the routine activities in present day life are taking place in an online environment and social media is playing a pivotal role in transactions. Web 2.0 has been seen as 'the network effect' of modern day internet applications with value and richness of its activities lying on the collaborative participation of its users, creativity in adding value, sharing content etc (Kolokytha, Loutrouki, Valsamidis & Florou, 2014).The educational environments as such are immersed in the processes of innovation, which are framed in a set of social and technological transformations. These are given by the changes in information and communication; this is why new trends in social relations are emerging and conceptualizing relations technology-society (Cortes & Lozano, 2014). These newer dimensions of social relations are facilitated by plethora of tools available in the form of Social Media. Oxford University Press (2016) defines Social Media as "Websites and applications that enable users to

* Corresponding Author Email: Asif.najib@up.edu.pk

create and share content or to participate in social networking". University College London(2016) define social media as "technology that affords scalable sociality" which means social media provides greater control in communication over both the degree of privacy and size of group, when compared with previous forms of communications media. Social networking has been generally defined and viewed as networked tools that allow people to meet, interact and share ideas, artifacts and interests with each other. It has found applications in all aspects of social interactions especially education and paved ways for rendering online education by incorporating varied networked tools that support and encourage learning through face-to-face and online interactions while retaining individual control over time, space, presence, activity and identity (Anderson, 2009). The social part refers to interacting with other people by sharing information with them and receiving information from them and the media part refers to an instrument of communication like internet (Nations, 2016). Technologies associated with web 2.0 and Social media as such provide a variety of communication methods for students i.e. blogs, wikis, forums, social networks etc (Kolokytha, Loutrouki, Valsamidis & Florou, 2014).The use of social networking sites (SNS) is rising among students and simultaneously an increasing number of higher education instructors are beginning to combine distance education delivery with SNS.Many non-commercial, education-based SNS, such as Ning have been recently shown to build communities of practice and facilitate social presence for students enrolled in distance education courses or off campus courses (Brady, Holcomb, & Smith, 2010). People use social media to establish connections within their areas of interest throughout the world that provide them with community building capabilities. Varied tools associated with social media help students and teachers to enhance teaching learning capabilities and provide effective approach to improve students' academic performance (Bitar & Melki, 2014). Social media provides innovative means for relating to broader audiences. It facilitates interactions and discussions with peers for promoting and supporting products and ideas (Solis and Carroll, 2008).The advantages of Social media over non-social educational tools enhances learning experiences by the ability of students to virtually build connections, make friends and find mentors (Paton, Bamidis, Eysenbach, Margaret, & Cabrer, 2011).

In present century the social media incorporates a range of networked tools and technologies facilitating Communication, collaboration, and creative expression (Dabbagh & Reo, 2011).

According to Harris (2011) Social Media incorporates technologically advanced environments where information is aggregated, presented and shared. This media attracts all stakeholders especially students ,teachers and communities providing them opportunities to connect, develop contacts, share personal, professional and educational experiences. Moran, Seaman and Tinti-Kane(2011) point out that all higher education teaching faculty are aware of the major social media sites and more impressive is the rate of adoption of social media in their professional lives as over 90% of all faculty use social media in courses they're teaching or for their professional careers outside the classroom. Popescu (2015) reveals that web 2.0 learning spaces have been designed to incorporate specific instructional features into the social media tools like assessment support, learner tracking and monitoring, collaborative learning facilities, ranging up to complex integrated learning environments. Social media tools are changing the way people work, usually bypassing formal training altogether. It allows a broad mixing of ideas facilitating decisions, building teams, solving problems and articulating organisational vision and thereby promotes new social learning unhindered by time or geography(Bingham & Conner,2015).Hoffman (2013) from a design perspective points out that these tools are well suited to provide a learner-centred orientation and support both formal and informal learning interactions seen as critical to community and collaborative meaningmaking in constructivist learning.

2. The problem

Social Media is being used in interactive learning settings for effective delivery of teaching and learning content. The learning support features of social media facilitate online learning environments with excellent results in terms of student satisfaction, motivation and collaboration. Besides Social media tools adds value in collaborative Learning activities by inviting conversations, exchange of ideas, sharing knowledge and providing for extended discussions beyond classroom lectures. This paper attempts to provide a comprehensive review of social media use in interactive learning settings. It further highlights the use of select social media tools with educational support features.

3. Objectives

The study focuses on the following two broad objectives:

IV.   To review a comprehensive range of substantial works carried on Social Media.

V. To identify works highlighting use of select social media tools in "interactive learning environments".

Limitation

The present study is confined to the works highlighting the use of select Social Media Tools, Twitter, Facebook, Whatsapp and Blogs only, in "interactive learning environment".

4. Methodology

An extensive and systematic literature survey is carried across a range of scholarly databases in an attempt to identify substantial works published on different aspects of social media and interactive learning. Different search terms and phrases such as "Social Media and online education", "Social Media and Interactive Learning", "Social Networking and online learning", "Social Networking and Interactive learning", "Social Media Tools and Interactive learning", "Personal Learning Environments", "Facebook", "Twitter", "Blogs", "Whatsapp", and Social Networking Sites are used for retrieving the literature to analyse the trends of Social Media usage in facilitating Interactive learning environments.

5. Social media in 'interactive learning environment'

Twitter

Twitter, a micro blogging platform, allows users to post short messages or tweets of up to 140 characters each which may contain links to Web sites and/or images. Twitter is used in academia mainly in Class Chatter, developing Classroom Communities beyond the classroom space, tracking a Word or a Conference, getting instant Feedback, following a Professional or a famous personality, teaching grammar, develops rule based writing skills, maximizing the teachable moment, acts as public notepad as it is really good for sharing short inspirations, thoughts that just popped into your head and lastly writing assignments (Kane, Robinson-Combre, & Berge, 2010; Parry, 2008).Students are actively tweeting, posting, liking, and commenting all across social media and increasingly, teachers and schools are attempting to leverage the engaging qualities of Social Media for use in the classroom and beyond – connecting students, teachers, and parents better than ever before (Best Masters in Education, n.d).Twitter has proven itself more popular as users are able to run a direct commentary through livetweeting and direct short-form discussion. Social media buzz based on online user mentions and interactions are a relevant tool in measuring user engagement before, during and after a program has aired. The

Twitter usage statistics reveal that there are 500 million tweets sent each day and that marks almost 6,000 tweets every second. A total of estimated 1.3 billion registered Twitter user has been recorded as on March 2015 and unique monthly visitors to twitter.com estimates to about 120 million (Smith, 2016).Higher education is using this micro blogging technology to relay important information to students in a timely manner facilitating virtual classroom discussion by using @username. It can have a positive impact on educational actors by engaging education and sharing the best practices that a teacher is using in the classroom and is very useful to get helpful information.It is fun and gives students more insight into what's really going on in courses .The virtual aspects of schooling are well represented in Twitter posts, it provide age-appropriate environments (Grosseck & Holotescu, 2008).The study by Junco, Heiberger and Loken,(2011) provides the first piece of controlled experimental evidence that using Twitter in educationally relevant ways can increase student engagement and improve grades, and thus, that social media can be used as an educational tool to help students reach desired college outcomes. The evidence further suggests that the students and faculty were both highly engaged in the learning process through communication and connections on Twitter. Using Twitter thus produced a more rich discussion of student's relationship to themes and allowed them to extend conversations in ways that would not have been practical during the hour-long class sessions. Borau, Ullrich, Feng, and Shen,(2009) discuss twitter as a perfect tool to support learning especially in blended classrooms owing to reasons including that it is easily accessible and has suitability for any level because in writing the messages, the students can chose a topic and grammatical structure fitting their level and it also helps to integrate students in the community.

Facebook

Facebook, MySpace, Twitter and other social networking sites have potential to support social learning through community networking services such as wall posting, chatting, content sharing and tagging (Alexander, 2008). According to Willems and Bateman, (2011) popular social networking sites such as Facebook demonstrate an emerging opportunity for students and educators within formal higher education contexts to share ideas, celebrate creativity and participate in an environment which offers immediate feedback from others who belong within a specific network. These social network sites hold much promise for online learning and ensure learning to continue beyond the semester and facilitate interactions in both personal and professional arenas (DeSchryver,

Mishra, Koehleer & Francis, 2009). Facebook as an extensive social networking tool for education challenges traditional understandings of university education and the relationships between teachers and students. The use of Facebook in higher education has led to blurring of the traditional boundaries between formal and informal education. The results further revealed that Facebook as a learning aid has the potential to promote collaborative and cooperative learning (Irwin, Ball, Desbrow, & Leveritt, 2012). The study by Manca and Ranieri,(2013) identified five main uses of facebook including supporting discussion making and allowing students to learn from each other through mutual understanding and critical thinking exercises; developing pieces of multimedia content ; sharing resources ; delivering content to expand the curriculum and expose students to external resources and lastly, using it to support selfmanaged learning. Facebook provides instructors opportunities and structures by which students can help and support one another by building their courses a top the community already established by the students themselves. The Facebook's networking and social communication capabilities can benefit both the instructor and the student by enabling varied learning styles, providing an alternative to the traditional lecture format, creating an online classroom community, and increasing teacher-student and student-student interaction (Munoz & Towner, 2009). According to Irwin, Ball, Desbrow, & Leveritt, (2012) facebook is an excellent tool to integrate into the learning resources as many students are receptive to incorporating facebook into their academic lives and perceive benefits through enhanced communication, interaction, and flexibility in course content delivery. Steinfield, Ellison, and Lampe (2008) reveal that Facebook affordances may help reduce barriers some college students experience in forming the kinds of large, diverse networks that are sources of bridging capital. As part of the suite of possibilities in Web 2.0, Facebook is used in a number of ways to support communications within and between institutions and their students as well as a mechanism for teaching and learning within specific units of study (Bateman & Willems,2012).

Whatsapp

WhatsApp is a Smartphone application that operates on nearly all current types of devices and operating systems. It is free and offers simple, secure, reliable messaging and calling, available on phones all over the world. More than 1 billion people in over 180 countries use WhatsApp to stay in touch with friends and family, anytime and anywhere. It supports sending and receiving of variety of media: text, photos, videos, documents,

and location, as well as voice calls. Today, more than 100 million voice calls are made every day on WhatsApp – that's over 1,100 calls a second(WhatsApp,2016).The study by Bouhnik and Deshen, (2014) reveal the benefits associated with educational aspect of WhatsApp. The open style discussion enables the teachers to get to know their students in depth and to create a positive atmosphere as well as a sense of belonging. The results of the study by (Barhoumi,2015) encourages teachers and actors in mobile teaching and learning to use WhatsApp mobile application to pursue learning activities in a blended course integrating both face to face learning and mobile learning.Mobile applications such as WhatsApp are preferred over face-to-face, in-class discussion in regard to completing course activities. The tool facilitates online discussions and collaboration, creation of a class publication that students can edit and publish. It encourages students to insert text and messages to easily share information and knowledge related to the course taught face to face in a blended mobile lecture.WhatsApp learning technologies can help students integrate videos, podcasts, messages, texts, images and audio files in the blended mobile learning process. Another study by Aburezeq and Ishtaiwa,(2013) aimed to investigate pre-service Arabic language teachers' perceptions of the impact of integrating WhatsApp mobile instant messaging on the enhancement of their instructional interaction. It also sought to identify the challenges of using this application as a mobile learning tool.

Blogs

Web blogging has a great potential as an effective learning resource in education. Interactive blogs are associated with positive attitudes towards academic achievement in course subjects and in online peer interaction (Yang and Chang, 2012). Kim (2008) defines blog as one of the social network software in which diverse users intend to share the identical interface of social network software. The intercultural communication on blogs is more likely to occur in present higher education. Blogging has been recommended as a suitable tool for learning due to its associated usefulness in collaborative learning, reflection, communication, and social support (Chu, Chan & Tiwari, 2012). According to Chong (2010) the opportunity to make comments in blogs facilitates social interaction, which when combined with reflections enhances the collaborative dimensions of academic competence. The atmosphere created by blogs provides spaces for students to express their opinions within a social dimension, and the comment function involves students in the social construction of knowledge (Sim & Hew, 2010). According to Educause Learning Initiative (2005)

blogs facilitate knowledge sharing, reflection, and debate by way of attracting a large and dedicated readership. They provide a platform for far-reaching discussions among the student community on novel topics. They can be used for reflection about classes, careers, or current events and offer students and faculty greater freedom while creating a new opportunity for interaction with peers. Churchill (2009) says that blogs help students to reflect upon learning that takes place in class sessions, present their work and express ideas and concerns. Really Simple Syndication (RSS) and Folksonomy or user tagging are effective tools that allow subscribing and accessing the latest posts from students' blogs. Students and teachers can tag blog posts and these tags could provide meta-information about the content of the posts. Williams and Jacobs (2004) point out that blogs have the potential, at least, to be a truly transformational technology in that they provide students with a high level of autonomy while simultaneously providing opportunity for greater interaction with peers. Downs (2004) focus on five key uses of blogs in education. First, blogs replace the regular classes as instructors post materials such as class times and rules, assignments, notifications, suggested readings, and exercises. Second, It facilitates linking to Internet content that relate to their courses. Third, blogs facilitate in-class discussions. Fourth, blogs are also used to organize class seminars and to provide summaries of readings. Finally, students can write their own blogs as part of their course work. Duffy and Bruns (2006) further highlight that within a personal academic perspective a blog can support reflection on teaching experiences; categorised descriptions of resources and methodologies for teaching; ramblings regarding professional challenges and teaching tips for other academics; illustration of specific technology-related tips for other colleague.

6. Conclusions

The modern day teaching and learning activities are greatly influenced by the use of smart technologies and exposure of tech-savvy students to varied social media. Therefore in view of making the learning more user centric and enabling interactive learning environments the use of social media becomes more important. Social media has evolved as a more rapid and effective mode of modern day communication system and as such provides ample opportunities for utilizing its enormous capabilities in modern day education. This paper with an overview of social media has attempted to highlight its use in interactive learning approaches in light of the literature available about some prominent social media-based learning tools like Twitter, Facebook, Whatsapp and Blogs. Blogs act as facilitators for the development of technical and cognitive skills while as the use of Facebook promotes conversation, discussions and connection with others. These blended learning environments facilitate the informal way of working inside and outside the classroom and fosters self-directed and individual work (Castro-Romero, 2015). Social network sites owing to familiarity and ease of access could be incorporated seamlessly into the online learning environment (OLE). By doing so, these would extend learning to a dynamic, changing, and shared experience beyond the boundaries of the classroom and actively engage students (Dolphy, 2014). According to Anderson (2009) educators should be piloting educational applications in their courses to provide opportunities for themselves and their students to explore and evaluate the effect of social networking tools use on their formal and informal learning. Many Social networking tools are open source and can be 480illiams480d as per one's own requirement with less or no financial implications. These technologies can be fast adapted by encouraging learners to develop skills in using social media to support continues self-supporting learning and educational collaboration.

References

1) Aburezeq, I. M., Ishtaiwa, F. F. 2013. The impact of WhatsApp on interaction in an Arabic language teaching course. *International Journal of Arts & Sciences*, 6(3), 165.Available at http://universitypublications.net/ijas/0603/pdf/F3N281.pdf

2) Alexander, B. 2008. Social networking in higher education. The Tower and the Cloud, 197201.Available at http://ent.cs.nccu.edu.tw/drupal/files/TowerAndCloud.pdf#page=219

3) Anderson,T. 2009.Social Networking in Education. Available at http://terrya.edublogs.org/2009/04/28/social-networking-chapter/

4) Aloisi, G.,& Scana , M. 2016.Social Networks and Collaborative Learning. *European Journal of Open Education and E-learning Studies*,V1(1).10.5281/zenodo.56316

5) Barhoumi, C. 2015. The effectiveness of WhatsApp mobile learning activities guided by activty theory on students' knowledge management. *Contemporary Educational Technology*, 6(3), 221-238.Available at http://www.cedtech.net/articles/63/634.pdf

6) Bateman, D., & Willems, J. 2012. Facing off: Facebook and higher education. Misbehaviour Online in Higher Education: Cutting-edge Technologies in Higher Education, 5, 53-79. Available at http://dro.deakin.edu.au/eserv/DU:30045502/bateman-facingoff-post-2012.pdf

7) Best Masters in Education, (n.d).The use of social media in schools.Available at http://www.bestmastersineducation.com/social-media/

8) Bingham, T., & Conner, M. 2015. The new social learning. Association for Talent Development. Available at http://home.trg-inc.com/sites/default/files/TRG/The%20New%20Social%20Learning.pdf

9) Bitar, A., & Melki, A. 2014. Open Source Social Technologies for teaching Computer Programming. *International Journal of Recent Development in Engineering and Technology*, 3, 2.Available at http://www.ijrdet.com/files/Volume3Issue2/IJRDET_0814_12.pdf

10) Borau, K., Ullrich, C., Feng, J., & Shen, R. 2009. Microblogging for Language Learning: Using Twitter to Train Communicative and Cultural Competence. *Lecture Notes in Computer Science*, 5686, 78-87. Available at http://portaldoprofessor.mec.gov.br/storage/materiais/0000012008.pdf

11) Bouhnik, D., & Deshen, M. 2014. WhatsApp goes to school: Mobile instant messaging between teachers and students. *Journal of Information Technology Education: Research*, 13, 217-231. Retrieved from http://www.jite.org/documents/Vol13/JITEv13ResearchP217-231Bouhnik0601.pdf

12) Brady, K. P., Holcomb, L. B., & Smith, B. V. 2010. The Use of alternative social networking sites in higher educational settings: A case study of the e-learning benefits of Ning in education. *Journal of Interactive Online Learning*, 9, 2, 151-170.

13) Castro-Romero, O. 2015. Social Media as learning Tool in Higher education: the case of Mexico and
South Korea. *Sinéctica*, (44), 1-16.Available at http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1665-109X2015000100011

14) Chong, E. K. 2010. Using blogging to enhance the initiation of students into academic research. *Computers & Education*, 55(2), 798-807.doi:10.1016/j.compedu.2010.03.012.

15) Chu, S. K., Chan, C. K., & Tiwari, A. F. 2012. Using blogs to support learning during internship. *Computers & Education*, 58(3), 989-1000.doi:10.1016/j.compedu.2011.08.027

16) Churchill, D. 2009. Educational applications of Web 2.0: Using blogs to support teaching and learning. British Journal of Educational Technology, 40, 1, 179-183.doi:10.1111/j.1467-8535.2008.00865.x

17) Dabbagh, N., & Reo, R. 2011. Impact of Web 2.0 on higher education. In D. W. Surry, T.Stefurak, & R. Gray (Eds.), *Technology integration in higher education: Social and organizational aspects* (pp.

174–187). Hershey, PA: IGI Global.DOI: 10.4018/978-1-60960-147-8.ch013

18) DeSchryver, M., Mishra, P., Koehleer, M. & Francis, A. 2009. Moodle vs. Facebook: Does using Facebook for Discussions in an Online Course Enhance Perceived Social Presence and Student Interaction?. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D. Willis (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2009 (pp. 329-336). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Available at https://www.learntechlib.org/p/30612.

19) Dolphy,L. 2014.Social Network Sites: Facebook For Education?.Available at https://elearningindustry.com/social-network-sites-facebook-for-education

20) Downes, S. 2004. Educational Blogging. Educause Review, 39, 5, 14-27. Available at http://er.educause.edu/articles/2004/1/educational-blogging

21) Duffy, P. D., & Bruns, A. 2006. The Use of Blogs, Wikis and RSS in Education: A Conversation of
Possibilities. Queensland University of Technology.Available at http://eprints.qut.edu.au/5398/1/5398.pdf

22) Educause Learning Initiative. 2005. 7 Things You Should Know About ... Blogs. Available at
https://net.educause.edu/ir/library/pdf/ELI7006.pdf

23) Greenhow, C. 2011. Online social networks and learning. *On the Horizon*, 19(1), 4-12.http://dx.doi.org/10.1108/10748121111107663

24) Grosseck, G., & Holotescu, C. (2008).Can we use twitter for educational activities?.Available at http://portaldoprofessor.mec.gov.br/storage/materiais/0000012008.pdf

25) Harris. 2011. Social Media in Education. In Jan-Martin Lowendahl(Ana.).Hype Cycle for Education,
2011. Available at http://www85.homepage.villanova.edu/timothy.ay/DIT2160/BYOD/hype_cycle_for_education_201_21 4466.pdf

26) Hoffman, E. S. 2013. Social media and learning environments: Shifting perspectives on the locus of control. In education, 15(2).Available at http://ineducation.couros.ca/index.php/ineducation/article/view/54/532

27) Irwin, C., Ball, L., Desbrow, B., & Leveritt, M. 2012. Students' perceptions of using Facebook as an interactive learning resource at university. Australasian Journal of Educational Technology, 28(7), 1221-

1232.Available at http://espace.library.uq.edu.au/view/UQ:289324/UQ289324_OA.pdf

28) J.A.Cortes, & J.O.Lozano. 2014. Social Networks as Learning Environments for Higher Education. International Journal of Interactive Multimedia and Artificial Intelligence, 2, 7, 63-69. DOI: 10.9781/ijimai.2014.278

29) Junco, R., Heiberger, G., & Loken, E. 2011. The effect of Twitter on college student engagement and grades. Journal of Computer Assisted Learning, 27, 2, 119-132. DOI: 10.1111/j.13652729.2010.00387.x

30) Kane, K., Robinson-Combre, J., & Berge, Z. L. 2010. Tapping into social networking:: Collaborating enhances both knowledge management and e-learning. Vine, 40, 1, 62-70.DOI 10.1108/03055721011024928

31) Kim, H. N. 2008. The phenomenon of blogs and theoretical model of blog use in educational contexts. Computers & Education, 51(3), 1342-1352.doi:10.1016/j.compedu.2007.12.005

32) Kolokytha,E., Loutrouki,S., Valsamidis,S., & Florou,G.(2014).Social Media Networks as a Learning Tool. Procedia Economics and Finance 19 2015. 287 – 295. Doi: 10.1016/S2212-5671(15)00029-5

33) Manca, S., & Ranieri, M. 2013. Is it a tool suitable for learning? A critical review of the literature on Facebook as a technologyĞenhanced learning environment. Journal of Computer Assisted Learning, 29(6), 487-504.. DOI: 10.1111/jcal.12007

34) Moran, M., Seaman, J., & Tinti-Kane, H. 2011. Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media. Babson Survey Research Group.Available at http://files.eric.ed.gov/fulltext/ED535130.pdf

35) Munoz, C. & Towner, T. 2009. Opening Facebook: How to Use Facebook in the College Classroom. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D. Willis (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2009 (pp. 2623-2627). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Available at https://www.learntechlib.org/p/31031.

36) Nations,D. 2016.What Is Social Media? Explaining the Big Trend.Taking a Closer Look at What 'Social Media' Is Really All About.Available at https://www.lifewire.com/what-is-social-media-explaining-thebig-trend-3486616.

37) Oxford university Press. 2016.Social Media. Availabe at https://en.oxforddictionaries.com/definition/social_media.

38) Parry,D. 2008. Twitter for academia. Available at http://academhack.outsidethetext.com/home/2008/twitter-for-academia/

39) Paton, C., Bamidis, P., Eysenbach, G., Margaret, M., & Cabrer, M. 2011. Experience in the use of social media in medical and health education.Retrieved from Paper http://repository.usfca.edu/nursing_fac/6

40) Popescu, E. 2015. Approaches to Designing Social Media-based Learning Spaces. In Proceedings of the
7th Balkan Conference on Informatics Conference (p. 40) ACM.http://software.ucv.ro/~epopescu/docs/publications/BCI_2015.pdf

41) Sim, J. W. S., & Hew, K. F. 2010. The use of weblogs in higher education settings: A review of empirical research. Educational Research Review, 5(2), 151-163. Doi:10.1016/j.edurev.2010.01.001

42) Smith,K. 2016.44 Twitter Statistics for 2016 Marketing. Available at https://www.brandwatch.com/blog/44-twitter-stats-2016/

43) Solis, B., & Carroll, B. 2008. Customer service: the art of listening and engagement through social media. Business, 2.Available at http://www.pamorama.net/wp-content/uploads/2010/02/2233036Customer-Service-The-Art-of-Listening-and-Engagement-Through-Social-Media.pdf

44) Steinfield, C., Ellison, N. B., & Lampe, C. 2008. Social capital, self-esteem, and use of online social network sites: A longitudinal analysis. Journal of Applied Developmental Psychology, 29(6), 434445.doi:10.1016/j.appdev.2008.07.002

45) University College London. 2016.What is social media?Is it the platforms?.Available at https://www.ucl.ac.uk/why-we-post/about-us/what-is-social-media

46) WhatsApp. 2016.About WhatsApp.Available at https://www.whatsapp.com/about/

47) Willems, J., & Bateman, D. 2011. The potentials and pitfalls of social networking sites such as Facebook in higher education contexts. In ascilite 2011: Changing demands, changing directions: Proceedings of the Australian Society for Computers in Learning in Tertiary Education Conference (pp.
1322-1324). University of Tasmania. Available at http://www.ascilite.org/conferences/hobart11/downloads/papers/Willems-poster.pdf

48) Williams, J. B., & Jacobs, J. 2004. Exploring the use of blogs as learning spaces in the higher education sector. Australasian Journal of Educational Technology, 20, 2, 232-247.

49) Toggle expanding/contracting information section .Available at

http://www.ascilite.org.au/ajet/ajet20/483illiams
.html

50) Yang, C., & Chang, Y. S. 2012. Assessing the effects of interactive blogging on student attitudes towards peer interaction, learning motivation, and academic achievements. Journal of Computer Assisted Learning, 28(2), 126-135.doi: 10.1111/j.1365-2729.2011.00423.x