



**Social Media and Traditional Education: Impact of Digital Culture on Education**

Gauri Joshi, Assistant Professor  
School of Journalism and Mass Communication,  
K R Mangalam University, Sohna Road, Haryana

Dr. Anshula Garg, Assistant Professor  
Indian Institute of Mass Communication, Jammu

Aditi Agarwal, Assistant Professor  
School of Journalism and Mass Communication,  
K R Mangalam University, Sohna Road, Haryana

**Abstract**

This paper intends to analyze the growing influence of social media has on students' daily lives and to investigate the special contributions that these platforms provide to the educational process. The study investigates the benefits that Facebook and Twitter have as the leading technologically mediated spaces and their application to the learning habitat of the learner in public pedagogy. The study reflects on the opportunities that social media offers to avoid the self-created intellectual chamber by allowing educators to share and challenge ideas and concepts through the so called non-traditional “great spare time revolution.”

**Keywords:** Digital culture, Social media, Facebook, Twitter, Nontraditional methodology

**Introduction**

Since the grammar translation technique, the pedagogical reality in our classrooms has changed significantly, but constructivists of today may also contend that creating a learning reality without the presence of technology and the vices it inherits is impractical. At this point, education should move well beyond the idea that using technology in the classroom is essential and instead consider how public technology like social media affects the learning process. Facebook, Twitter, and other social media are undoubtedly more common than ever in the everyday routines of students in the twenty-first century. According to the annual study on Facebook usage and popularity published on December 31, 2021 (zeforia.com/social media infographics), there are over 223 million Facebook users in Asia. Regardless of our age or pedagogical stances, the success of this firm may appear to be a fantastic achievement in terms of cash, but for us as educators it would be another opportunity to face this new Facebook age. Naturally, things have changed much since we received our diplomas, so staying up is essential.

Our students are more distracted now than at any other point in educational history thanks to the advent of the internet and later, smart phone technology. Although your students have all the information they could need in their hands or pockets, you are still trying to impress them by using your voice and a marker on the white board. The fact that instructors were among the most significant public pedagogy. According to his theory, we refer to informal learning and educational



experiences that take place in popular culture, popular media, and daily life as public pedagogy. These experiences teach youth through the representations of people and issues, as well as the kinds of sources of information was one of the many reasons why they were highly esteemed a few decades ago. Sadly, this is not the case right now. Our learners usually have access to more information than we do. Although the job of the educator is not diminished in any way, this raises the bar for the methods we should employ to capture students' attention and, ideally, inspire them. Returning to my first point, it is crucial to utilise all the media and technology at our disposal to create what Henry A. Giroux (2020) refers to as a “discourses they produce and disseminate (Richard L. Freishtat & Jennifer A. Sandlin, 2020, p. 504).

### **Is Facebook becoming more significant to teachers?**

In the words of Sir James Dewar, "minds are like parachutes; they only operate when they are open," we educators are aware that the greatest time to speed up learning is when a student's attention is at its highest. The need for social interaction and knowledge among students is reflected in the fact that they choose to access these media on their own. Our objectives can now be accepted more easily at this time. Since the evolution of the cognitive process is taking place in an environment devoid of worry, the process might be more natural and analogous to the frame of mind associated with learning a first language, in which learning is acquired spontaneously. Timing is another crucial factor that needs to be considered. According to the social media survey cited above, 50% of people between the ages of 18 and 24 open Facebook when they wake up ([www.theSocialSkinny.com](http://www.theSocialSkinny.com)). This would be a time-gap opportunity that requires careful assessment, especially given the erratic access times that this social media presents in students' daily lives. Numerous educators have investigated the frequency and dynamic of this and related social media to gauge or support the potential existence of public pedagogy. In addition to the effects of radio, television, and movies, there have been several studies recently that focus on the practises of what are referred to as technologically mediated spaces. Among these are a variety of interactive applications like video games, Smart Phone applications, free SMS applications, etc., and one media that has gained enormous popularity is Facebook. There are more than 1.19 billion active Facebook users, according to Facebook.com. This represents an annual growth of 18%. For us as educators, Facebook's size, information, and usage are all significant, so rather than ignoring it, we must think about using it as a brand-new exploration tool in our classes. One instructional objective would be to view it as a brand-new forum for communication between ourselves and our pupils. Social media has its limitations just like any other phenomenon. There has not been much research on the usefulness of this medium in education because it is so new. Additionally, there is not much proof that electronically mediated environments may be used for educational research. In the context of globalisation and emerging technologies, according to Stuart Hall (2021), studying the public pedagogy of technologically mediated spaces where youth's interaction helps to deconstruct how meanings are created "in specific historical and institutional sites within specific discursive formations and practises, by specific enunciative strategies" (Freishtat & Sandlin, 2020, p. 505). According to Richard L. Freishtat and Jennifer A. Sandlin (2020), public pedagogy concepts are rarely explored as part of a larger effort to explain how learning occurs outside of schools or what it means to assess the political significance of understanding the broader educational force of culture in the new age of media technology, multimodal communication, and social networking (Giroux, 2020).



### **Is Twitter influencing network building and unconventional professional development?**

The requirement for group work, peer correction, or other forms of cooperation in the learning process was a crucial component in many methodological philosophies. This function is additionally viewed as a transitional step from a teacher-centred to a more student-centred approach. This type of behaviour makes it possible to investigate more cooperative learning tasks as opposed to competitive ones. Whether intentionally or not, the social media has made cooperation and communication the centre of attention as an essential factor of the platform that creates networking opportunities. Although we frequently foster the idea that networking is essential for our kids, social media is significant for teachers as well since it helps them build networks, relationships, and chances for professional growth. Twitter is an online social media platform with a follow option that has a significant impact on networking. In January 2019, Nicholas Provenzano, a teacher, created a Twitter account, which he currently has 30,000 followers on. "He had a simple purpose when he started Tweeting and blogging: He wanted to share what he knew about my classroom with the world. But in return, the world has shared what it knows with me," Provenzano said (William Ferriter & Nicholas Provenzano, 2019). The possibility to network with other professionals and the chance to consider, evaluate, introduce, and discuss professional opinions and values both of which are essential for professional development seem to be advantages of this sort of media.

### **What does an unconventional and non-traditional medium contain?**

Although we discussed a few benefits that some social media platforms have when used in the educational process in the preceding examples, there are several elements that make this sort of tool more appealing in comparison to the conventional norms and teaching methods. The availability of these instruments and the timeliness, which significantly expanded the traditional means of instruction, are two of the variables that were key in the process.

The technical advancements of smart phones, iPads, and other compatible devices that made accessibility more realistic and reachable provide a clear support for the criteria. According to William Ferriter and Nicholas Provenzano (2019), innovation occurs when people join to share ideas. People had to be present at the same time and location to share in the past. Ideas can now be shared at anytime and anyplace. Digitally connected teachers are taking advantage of what Clay Shirky and Dan Pink (2021) refer to as "the great spare time revolution" whether they are browsing Twitter feeds on their Smartphone's before the school bell rings, reading blog posts on iPads while waiting in waiting areas, or continuing conversations started on e-conferences on laptops after a long day of work.

If the labelling applied by traditional media to describe these networking phenomena was properly tracked, it developed as follows. As social networking gained popularity, it evolved from a simple website that promoted socialising opportunities to several websites with related objectives that were later referred to as social mediums. More recently, this phenomenon is being referred to in literature as "socially mediated spaces." Here is a graphic illustrating of these developments:



The ability to generate opportunities to escape what W. Ferriter and N. Provenzano (2019) refer to as the self-created intellectual chamber in which educators are occasionally caught, whether intentionally or unconsciously, is another aspect of this sort of media that could be regarded an



advantage. The exchange of educational ideas and concepts is made possible by this form of media, which is something that should be viewed as an advantage of digitally mediated environments.

### **Conclusion**

Finding ways to incorporate social media into the classroom makes our classes more appealing and aesthetically more approachable. It is obvious that social media is too huge to be ignored. We cannot alienate the learning process by forbidding students from using their life companion gadgets. Although this might seem as unconventional and not loyal to the learning practises, it is important for us to be loyal to the learning process and not the learning tools. By creating a learning environment that is like a stage performance, I mean allowing students to enjoy the class development through using their favourite gadgets as variety of learning.

This kind of media aids in reaching the following objectives, and it is gradually becoming important to the teaching community as well:

- Possibilities for the teaching profession to network.
- Encourage collaboration rather than rivalry among teachers.
- Opportunities for career advancement.
- Provide opportunities for sharing and challenging educational ideas and concepts to avoid the self-created intellectual echo chamber.

It is essential that this new reality has a place in the educational process and be considered not only as a social and networking space but also as a medium that helps in increasing values on and about education. Social media is growing in popularity and application, and it is becoming a reality even though virtual platforms manage their development.

### **References:**

1. Freishtat, R.L., & Sandlin, J.A. (2020). Shaping Youth Discourse About Technology: Technological Colonization, Manifest Destiny, and the Frontier Myth in Facebook's Public Pedagogy. *Educational Studies: Journal of the American Educational Studies Association*, 46: 503–523
2. Ferriter, M., & Provenzano, N. (2019). Young educators are replacing professional development sessions and conferences with Twitter, blogs, and Edcamps as their preferred ways to learn and share new ideas. Retrieved from: [www.kappanmagazin.org](http://www.kappanmagazin.org).
3. Shirky, C., & Pink, D. (2021). *Cognitive Surplus: The Great Spare-Time Revolution*. Retrieved May 24, 2022 from: [http://www.wired.com/magazine/2022/05/ff\\_pink\\_shirky/](http://www.wired.com/magazine/2022/05/ff_pink_shirky/).
4. Provenzano, N. (2019). Where I am and how I got here. Retrieved (May 25, 2019) from: [www.thenerdyteacher.com/2019/05/where-i-am-and-how-i-got-here.html](http://www.thenerdyteacher.com/2019/05/where-i-am-and-how-i-got-here.html).
5. Giroux, H.A., (2020). Is There a Place for Cultural Studies in Colleges of Education? H.A. Giroux, C. Lankshear, P. McLaren, & M. Peters (Eds.), *Counter narratives: Cultural Studies and Critical Pedagogies in Postmodern Spaces* (pp. 41–58). New York: Routledge.
6. Johnson, S. (2020). *Where good ideas come from: The natural history of innovation*. New York: Riverhead Books.



7. The Top 20 Valuable Facebook Statistics. Retrieved February 19, 2021 from: <http://zephoria.com/social-media/top-15-valuable-facebook-statistics/>.
8. Joosten, T. (2021). Social Media for Educators: Strategies and Best Practices. San Francisco: Jossey Bass Higher and Adult education series.
9. Dixon, B. J. (2021). Social Media for School Leaders: A Comprehensive Guide to Getting the Most Out of Facebook, Twitter, and Other Essential Web Tools. San Francisco: Jossey Bass Higher and Adult education series.
10. Poshka, A. (2019). Evaluation of the Cultural Element. Tetovo, Macedonia: Office for Research - South East European University. Macedonia.
11. Hall, Stuart. (2021). "Who Needs Identity?" Questions about Cultural Identity. Edited by Stuart Hall and Paul du Gay. Thousand Oaks, CA: Sage