

Learning processes in social networks

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Abstract

Social networks influence the processes of creating knowledge, culture and teaching and learning. This learning is not only about the world of young people, but also about adults, the potential of this tool leads to reflection on the integration of learning in educational environments and highlights the critical elements. The purpose of this article is to explain the positive and negative effects of using social networks and theories and dialogue between related peers in a partnership, for a better understanding of the learning process in social networks, the current research method of statistical community is sampling and virtual space tools, validation and review and analysis. It is final and diagnostic, which presents the learning process in social networks as a practical method, findings related to scientific and educational progress and wider learning spaces, improvement of critical and creative skills, communication and wider socialization. Learning and activities are collaborative, and it involves sharing resources and raw materials and expanding learning contexts. The result shows that this article not only reports the characteristics of social networks, but also shows the advantages and disadvantages of the learning process and micro blogging as a prominent tool.

Keywords: learning, communication, social networks, micro blogging.

Introduction

The technological development has given rise to new forms of relationships, not related to physical space, that allow memberships in different groups, more or less strong on the network. In these groups, the knowledge is built and shared and the construction of a social identity and the new forms of collaboration are encouraged. The communicative dimension allows everyone being not only an object of communication, but an active subject, a participant in contemporary culture with different interactions with the past [1]. Young people recognize in the new media the ability

to build relationships, to share new knowledge linked to sociality, play and learning. Unlike adults who are anxious about changes because they are not part of their cultural world [2]. Young people are able to exploit the potential of the media, combining them, alternating between the virtual and the real communication, for what they have to express. They are high tech bricoleur [3] and they are able to use the most suitable medium to the message to convey, demonstrating flexibility and adaptability to changes, in an instrumental and symbolic way. Then, there is the school, which wants to act as a link between the formal and the informal approaches, it introduces the digital technologies in the didactic action, giving rise to new challenges and combining both the cultural and the instrumental aspects. The objective of this work is to propose a common vision to the different perspectives (young people, adults and teachers) in order to overcome the generational gap, in a shared ground for the future competent citizen training, in a society always more transformed by the technologies. It is necessary to recognize the educational, participative and communicative potentialities of social media, to build the new dialogue, without resorting to restrictive rules or prohibitions, aims to develop the skills to use them, consciously and responsibly in all contexts [4].

problem statement

The social networks have spread in a capillary way in our life as instruments of communication, expression and socialization, influencing the processes of building knowledge, culture and teaching-learning. This pervasiveness is not just about the world of youth, but also about adults, determining widespread practices that are common in the informal environment of everyday life. The potential of these tools leads to a reflection for their integration in the training environments, while highlighting critical elements. Social networks can potentially determine the production and the socialization of content, acting as a resource for the renewal of teaching and learning processes [4].

The importance of the subject

This reference addresses theories of relationalism, which foster dialogue between related peers in a cooperative and collaborative model based on resource sharing for the active construction of knowledge. According to this theory, the network of people, digital artifacts, and shared content determine meaningful and responsible learning. In particular, the characteristics of educational activities that use social media are highlighted. In particular, microblogging¹ that allows a short and clear communication with simple textual content, commonly known as messaging. This method can be used in educational exercises to deepen

¹ Microblogging is a type of blogging that allows users to write short texts and publish them

educational content in different moments of face-to-face activities, promote discussion, comparison, as well as to describe complex structures. The present work highlights the characteristics of microblogging, which determines the implementation of participation and reflective thinking by encouraging learning in heterogeneous situations, closer to new generations. This contribution also intends to report the benefits gained from the informed and critical use of social networks in teaching as learning tools/resources through the creation of educational pathways tailored to students' needs [4].

Research objectives and hypotheses

The purpose of this article is to describe the positive and negative effects of using social networks in learning experiences. This reference addresses relational theories that foster dialogue between related peers in a partnership so that the learning process in social networks is better understood and educational centers are more successful in teaching through the network.

Literature and history

It should be noted that social networking platforms and instant messaging services are increasingly popular among young people and adults as meeting places for play/work and friendship activities [5]. Users can create, share and interact with each other on different types of resources, creating new challenges in education and educational processes, both for opportunities and risks in their use [6]. Statistical data confirms the growing interest of the world

population in social networks (SN), especially for social networks. It opens as Facebook (hereafter FB) and Twitter [8], while in Italy, with data from January 2016, 47% of the population has an active SN presence [7]. In the perspective of continuing education, the future citizen should be educated for the conscious use of various technologies and resources, to access the vertical flow of knowledge and the horizontal flow of the peer group [8]. SN appeared with educational goals in the mid-2000s, now they mostly refer to open SN. It leads to a revision of school practices that have almost always separated study and leisure. That in Italy, the National Digital School Plan was discussed for the first time in 2007 with the aim of creating innovative learning environments, promoting digital technologies in different schools. What is essential is not only mastery in the use of tools, which is often facilitated by ubiquity technologies in everyday life, but the development of a critical attitude and conscious use in which the role of the school becomes vital [9].

The release of SN and instant messaging services, since 2009 [10], have changed the way people communicate and have created new ways to express themselves and school socialization plays a decisive role,

not only for the integration of these tools in the teaching/learning process. Learning, by reducing the gap between formal and informal approaches, but also to develop a critical sense in their use, a fundamental basis for character development, sociability and building future citizens. In Italy, ministerial regulations [11],

research method

The current method of statistical community research is sampling and virtual space tools, validation and final review, and diagnostic analysis that investigates the learning process in social networks, which is considered as a practical method. A basic method method. Research tools include Windows Linux, Word 2021, Photo shop 2023, Adobe PDF 2021, Internet search engines, scientific sites in the media space.

Findings

Methodology

For the use of personal devices during school activities, they have taken a strict closure position, adopting disciplinary sanctions for students, thus rejecting their possible integration even for mixed students. That is why the task of supervising teachers and all school staff has been emphasized on the cooperation of parents [12]. Technology-enhanced classrooms are expanded learning spaces and promote the development of critical and creative skills, at times and in ways the teacher deems appropriate. Referring to indications at the European level, the "Good School" law has as its main objective "the development of students' digital skills, especially with regard to computational thinking, critical use of SN and media, as well as the production and communication of the world of work" [13].

On January 25, 2018, the Ministry of Education, Universities and Research (MIUR) published a document with 10 points, highlighting the advantage of the conscious use of personal devices during educational activity, which shows the possibility of integrating schools with personal devices for educational goals to existing technologies [14]. The ubiquity of SN dictates the need for a balanced combination of risks and opportunities in their use for all Actors involved. If we refer to Kalyani and him, technology can be introduced in education as a possible theoretical-practical heart in which there are three dimensions: technology, cognitive and ethical [15].

technological dimension for skills that can be accessed and used by SN; A cognitive dimension for decoding, creating and sharing content. The moral aspect of protecting oneself in respect of others; Social dimension for communication, joint work. In this dimension, there is equal learning for teachers and students, in joint work environments, in research and in the construction of information. Among the potentials of SN, there is a reference to the community of practice, a

term coined by Lau and Wenger [16], as traditional apprenticeships and then used in other educational contexts. It consists of people who share interest, want to deepen knowledge, determine relationships, activities that through legitimate side participation, promote learning. Its features include:

- ✓The identity - the common interest defines identity;
- ✓The community - the subjects involved for the sense of belonging interact;
- ✓The practice – the sharing and coordinating common practices [17]

SN allows more knowledge to be created among stakeholders [18] and creates community and not only institutional links [19]. Practice networks are groups of professionals who share a common practice. In practice, they are widespread and less controlled [20]. Identity, on the web and in SN, is built over time as a manifestation of a fluid and possible identity, an expression of being contemporary [21]. In the era of SN, the concept of identity is always social and collaborative. The intersection of virtual and real links determines the creation of hybrid SN.

Creating a new social space, inner reality [22]. Participatory culture is mentioned, where each member is responsible for conscious and valid practice by developing the necessary skills for their participation [23]. The integration of SN

into a combination of formal and informal learning strategies for new generations is more relevant, collaborative and open to peer group comparison in the network [24]. The digital revolution has determined a new communication link, the cognitive dimension, the third electronic verbal confirmation [25]. In this way, the subject can carry his knowledge process from the mind, with external cognitive functions, through intuitive symbolic language, not based on transmission, but based on a simulated sense. The reference literature shows different positions on the use of SN in teaching and classroom exercises [26].

To favor peer-to-peer dialogue, development and knowledge sharing, typical open SN [27]. The use of these devices is also considered positive by teachers because they facilitate peer relationships in the implementation of a task, expanding the learning context [28] [17]. Scabell [29] considers their use as a small revolution that is beneficial for simplicity and immediacy. In Italian, in the research [30], we highlight the different representations of SN by teachers and students. Teachers see them as tools that use cooperation with cognitive functions to reach a result/product, while Students see them as a means of sharing, as a space for socializing, as a way to identify themselves with others, and further metacognitive studies have highlighted them as meaningful [31].

The strengths of open SN are: socialization, communication and community building, social learning and collaborative activities, sharing resources and raw materials and expanding learning fields [32]. Referring to the critical issues of open SN, they are the contrast between the use in the formal contexts of the informal environment. Methods, problems related to privacy, identity and the relationship between formal and informal approaches. For this last aspect, in open environments, the attention of students is It can be focused on distracting aspects with regard to learning objectives, so it is recommended to direct students' activities to topics that they find interesting and meaningful. These identity criticisms are determined by their being students in formal settings, while in SN they are people with an online identity. Each can overcome this dichotomy by allowing the students to play with their identity widely. To protect privacy, we can structure training paths to properly manage this aspect or create closed groups to overcome these conditions. In using SN, the critical aspects can be summarized as follows:

- ✓The intergenerational digital divide;
- ✓The lack of specific functionality for formal learning;
- ✓The additional workload for students and teachers;
- ✓The downsizing of professional identity;
- ✓The power distracting, loss of heat and the value of real contacts;
- ✓The adequate evaluation strategies.

In the academic field, students find SN useful for learning because they are always connected with their peers, even if they recognize the disadvantages of losing concentration and reducing time available for other activities [33] and possible resistance. in using them for educational purposes [34].

In this framework, unlike one-sided and individualistic education, micro blogging is included as a way that activates participation and reflective thinking. The most well-known micro blogging is Twitter. ITIB allows users to publish texts, images and videos by keeping them visible only to members of their personal network, in real time and anywhere, thanks to the use of mobile devices. open social media such as FB and Twitter are widely used by young people [35]. Twitter is a platform with opportunities for blogging and instant messaging for collaborative learning in asynchronous mode [36]. This messaging service can be used in both passive and active modes: the first to access group information, tasks to be performed be, links to more information and anything else that may be communications with families [37]; The latter enables the sharing of knowledge through a cooperative approach, the added value of microblogging in education is a stimulus for educational action. These benefits of microblogging are listed in formal learning contexts, especially in academia.

- ✓A good incentive in the limit of characters;

- ✓Writing in a clear, synthetic giving rise to new literary genres and innovative ways for tertiary orality;
- ✓Availability to ask for clarifications on the activities carried out through instant messaging;
- ✓Summarizing key concepts;
- ✓Collecting data to be reprocessed [38].

The use of microblogging is positive in learning English. In this context, it promotes communication and interaction skills among students [39]. A study on the use of Twitter has shown mostly positive comments about microblogging, as it facilitates the learning experience, especially microblogging that enhances new semantic, lexical and morphosyntactic skills [40]. The environment with new modes of collective interaction: the teacher/student relationship with respect to traditional practice is significantly reduced, focusing on the learner and learning materials, while the teacher becomes the teacher, assistant and facilitator.

The interactions allow the participation of all students, in a non-competitive environment, but based on responsibility, where everyone can expose their thoughts, managing their customized learning paths, overcoming the times and spaces of classroom practices [41]. A further contribution is given by the reflexivity. This capacity was amplified with the microblogging that allows the development of reflective processes at a metacognitive and self-regulating level. Writing a post means giving a new elaboration of individual knowledge, in order to expose it in a clear and concise way, by taking into account the possibility of replication by the readers [42].

The different subjects can pause to reflect on their actions, giving meaning and meaning to different points of view. The reflection applied to the learning processes determines the metacognition. This attitude leads to autonomy, thanks to the connection of one's own work with that of others, by integrating information from different sources, choosing and sharing strategies, evaluating and self-evaluating [43]. Twitter also presents some critical issues. The flow of information can lead to distraction and can make non-skilled students to be passive viewers without valid contributions to workgroups. Other studies consider it as an obstacle to the limit of the characters available for the elaboration of complex ideas, open to a greater reflection [44]. For responsible use in education, we can refer to simple and feasible indications: providing examples of good practices, structuring the conversation with frequent questions in order to have a fluid communication, clarifying the evaluation criteria, encouraging participation in the community of learning also at the end of the formal activities [45].

The result of this research suggests that the SN phenomenon affects educational institutions of all degrees because they can potentially promote learning through

sociality, collaboration, and the creation of communities of practice. From an epistemological point of view, micro blogging is a part of social constructionism that is learner-centered. Methods that enable the development of students' internal motivation, attention, interest and participation. As can be seen from the analyzed studies, the added value of Twitter is to enable communication methods that are closer to the youth world. This paper not only reports the characteristics of SN, but also shows the advantages and disadvantages of microblogging as a prominent tool. A tool that should be included in classroom practice for collaborative and reflective teaching. In addition, recent studies support the hypothesis that the educational effectiveness of microblogging determines the implementation of communication and cooperative learning for the development of critical thinking. The ability to use technology, as requested at European and national level, does not determine a true digital competence, but provides a rich baggage for thinking skills through pathways with active learner participation. The use of microblogging in education is still an evolving reality that creates new educational challenges. The integration of technologies in education allows to create a bridge between generations, between formal and informal approaches, between school and outside reality. In this way, by overcoming the negative position of those who do not approve of the use of SN in education, a new role is assigned to students who are active and involved in an innovative education [46] in the educational field and the distinction between technologies that are used for authentic learning. and those that are only related to the informal context [47].

The results

Conclusion and discussion

This paper not only reports the characteristics of SN, but also shows the advantages and disadvantages of microblogging as a prominent tool. A tool to incorporate into classroom practice for collaborative and reflective teaching. In addition, recent studies support the hypothesis that the educational effectiveness of microblogging determines the implementation of communication and cooperative learning for the development of critical thinking. The ability to use technology, as requested at European and national level, does not determine a true digital competence, but provides a rich baggage for thinking skills through pathways with active learner participation. The use of microblogging in education is still an evolving reality that creates new educational challenges. The integration of technologies in education allows to create a bridge between generations, between formal and informal approaches, between school and outside reality. In this way, by overcoming the negative position of those who do not approve the use of SN in education, a new role is given to active and engaged students in an innovative educational context and the distinction between valid technologies for learning and teaching. Those that are not are related to the informal

context, and in the end, I must mention that my findings are the same as the findings of the researchers and do not conflict.

Proposals

With the integration of technologies in education, it is allowed to create a wider bridge between generations, and between formal and informal approaches, between the school and the outside reality, so that the process of education through social networks gives a more appropriate face to education by integrating technology in education, let's develop the teaching and learning process in social networks by teachers and students together.

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