

## Use of social networks

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### Abstract

This research states that the use of social networks is a term defined by many and generally refers to network tools that allow people to meet, interact and share their ideas, artifacts and interests. The purpose of this research is to understand social networks. that students as well as enthusiasts They can know social networks better and use them in different ways. The current method of statistical community research is sampling and virtual space tools, validation and final review, and diagnostic analysis that deals with research in social networks, which is considered as a practical method. Findings include applications, sharing of social interactions, challenges of using social networks in e-learning, effective use of social networks and more support for communities. The results show that the use of social networks creates a process of exploration and learning for all participants. Many technologies and their applications are emerging, which means that it is impossible to predict in detail what the results of their use will be.

**Keywords:** Social networks, sites, media, social media



Figure 1. Social network

### The importance of the subject

networks and social capital with other students. Social networking first allows learners to find each other by browsing the profiles of other learners. Profile systems encourage learners to share their interests, aspirations, locations, hobbies, past course completions, photographs and other personal information. Typically, systems provide hot links that provide easy electronic access to other students who share these interests or characteristics. However, it is critical that students have control over the release of this personal information [2].

### Research objectives and hypotheses

The purpose of building networks and social capital is for people to share their interests, aspirations, locations, hobbies, past courses completed, photos, and other personal information. Typically, systems provide hot links that provide easy electronic access to other students who share these interests or characteristics. However, it is very important that students have control over the release of this personal information [2].

### Literature and history

The educational rationale for the use of social networks in all forms of education has been growing rapidly for more than 100 years. This rationale extends from theories of social cognition [3]. and through social learning [4]. Finds constructivism [5]. all of which emerged as driving forces for educational design and development in the 1920s. In this century, this logic has developed with connectionism [6]. complexity theory [7]. cooperative freedom theories [8]. and heutagogy [9]. Each of these pedagogies emphasizes the value of social interaction in motivating, modeling, validating, supporting, challenging, and providing new perspectives during the learning process. These theories also acknowledge the central role of technologies in supporting human communication and in finding, retrieving and distributing information. Note, there are various network learning applications, some of which are general and multi-faceted application systems that include social networking applications including blogs, wikis, profiles, resource tagging, document sharing, and They combine other things Services. Conversely, there are specialized social networking apps that focus on specific applications such as learning a language, meeting people who live nearby or who share common interests, hobbies or goals, scheduling, and more other Applications currently lists over 2,800 applications - most of which can be classified as social networking applications. For e-learning applications social networking serves three

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broad functions which I refer to as socializing sharing and sojourning [9].

### Research method

The current method of statistical community research is sampling and virtual space tools, validation and final review, and diagnostic analysis that examines the structure of social networks, which is considered one of the practical methods. And also, the basic method is considered. Research tools include Windows Linux, Word 2021, Photo shop 2023, Adobe PDF 2021, Internet search engines, scientific sites in the media space.

### Socialising:

Many forms of Distance education and their e-learning derivatives are focused on providing content to students and provide only limited communication between student and teacher and often no opportunity for student-student interaction. This lack of social interaction, help-seeking and providing, and the lack of general interpersonal communication and support opportunities is associated with a lack of social integration and as a result higher level of attrition in both distance and e-learning. A particular concern in modern e-learning is the inability of institutions to provide contact information for colleagues. Students due to restrictions on the release of students' private information to other students. So, it can easily happen. Students who are enrolled in the same course and live in the same apartment have no opportunity to communicate with the m each other for mutual support, engaging in "study buddy" or study group interaction, engaging in cooperative or cooperative work, or creating social Networks and Social Capital with Other Students. Social networks first allow students to find each other by browsing. Profiles of other Learners Profile systems encourage learners to share their interests, aspirations, locations, hobbies, Complete past courses, photos and other personal information. Systems typically provide hot links that provide easy electronic access to other students who share these interests or characteristics. However, it is very important that students have control over the release of this personal information. Some social networking programs require wide distribution across the Internet to be effective. While some information can be effectively shared with unlimited subsets such as students enrolled in an institute, those in a particular class, program or club, or specific "friends" of that student. There is no single setting for the best license, but students should be able to adjust and change as needed the extent to which personal information and content they create is distributed [10],[11],[12],[13].

### Sharing:

One of the most common informal and formal learning applications of network software is the capacity to store, organize and annotate network resources.

These include favorite web sites, photographs, music, travel recommendations, references, books and many other electronic resources that people want to be able to quickly retrieve, annotate and share with others. If these resources are stored in inaccessible networked locations and tagged or identified by the user, they can be combined with other people's resources to create aggregated collections. These collections allow users to discover what other shareable resources need not be restricted to those created by others. Rather resources created by students and teachers such as learning diaries (blogs), student created learning resources shareable resources need not be restricted to those created by others. Rather they can be used to create permanent, yet continuously growing and evergreen resources as they are used and augmented by multiple groups of learners and educators.

### Sojourn Ing:

I refer to the final "s" function of social networking in e-learning as sojourn Ing. To sojourn means to travel or work with others. There is ample evidence from both classroom delivery and distance education at all levels of formal education that collaborative and cooperative learning increases learning effectiveness, motivation, persistence and develops interpersonal and collaborative communication skills. However, providing collaborative learning opportunities for distance education students has, until the development of networking software, always been inconvenient, restrictive and often expensive. Social software allows groups of students to efficiently schedule their activities, meet online via text chat, audio, video or immersion technologies and to engage collaboratively in a variety of brainstorming, mind mapping, group games, simulations, project management, and other types of organizational, administrative and learning activities [15],[16], [17], [18], [19], [20], [21], [22], [23].

### Challenges of utilizing social networking in e-learning

Like all technologies, the use of social articles can also be shared. This networking offers both opportunities that collections don't need to be bound and challenges for educators and learners. Specific courses, groups or even, of course, social networks require easy entities. Rather, they can be used to access the Internet and create something permanent, yet continuous. Applications (especially immersive

technologies like Second Life) require high-speed connections and fairly advanced computer hardware. Additionally, some educational institutions and workplaces actively prohibit or block access to social networking sites in a misguided attempt to limit learner exploration and use of these potentially distracting tools. Second, social networks are new and novel and can challenge students' and teachers' computer and network efficiency and their capacity to easily adapt to new learning tools and contexts. Third, social networking is a highly disruptive technology that challenges many of our notions of privacy, individual and institutional control—generally shifting control from the institution and teacher to the learner. Fourth, social networks provide tools that can be used for plagiarism, cheating, harassment, and other types of academic and social misconduct. None of these challenges are insurmountable, but they highlight the challenges of rapid and wholesale implementation and point to the need for pilot projects that support adaptation policies, training and development [24],[25].

The use of social networks creates a process of exploration and learning for all participants. Many technologies and their applications are emerging, which means that it is not possible to predict in detail what the results of their use will be. To support learning more than any previous form - including traditional campus-based education and distance learning. Therefore, instructors should pilot educational programs in their courses to provide opportunities for themselves and their students to examine and evaluate the impact of social networking tools used on formal and informal learning. Many social networking tools are open source, can be used in trial or ad-supported applications at very little or no cost. Give learners a means to score lessons for using and learning with these tools - thus suggesting the development of compelling but optional and graded activities that enhance e-learning and face-to-face courses. Finally, educators create ways in which learners can help each other learn and overcome logistical, technical, institutional, and learning challenges. It is unrealistic to expect the same high degree of institutional support for these emerging technologies that we have attempted to provide for earlier administrative and educational technologies. However, by guiding and facilitating the use of social networks to encourage learners to support each other, we can create largely self-supporting and cost-effective learning communities [26].

## Further support

The Internet is full of people, communities, and resources, in many forms, that can be used to learn and gain support for social media teaching and learning. The list is a very small subset of these sources that will be out of date by the time you read this printed text. Nevertheless, it provides a starting point for further exploration [27].



**Figure2. Facebook**

### Educational Communities:

- ✓ A community and resources for sharing Open Educational resources — OER commons <sup>2</sup>
- ✓ ImmersiveEducationTechnology Group <http://mediagrid.org/groups/technology/grid.ied/>
- ✓ ImmersiveEducationTechnology Group <http://mediagrid.org/groups/technology/grid.ied/>
- ✓ Classroom 2.0 - a NING social network-king community for educators using web2.0 tools <sup>3</sup>
- ✓ Taking it global - Guidelines and connections for using social networking for global education <sup>4</sup>

### Resources for particular Social Networking tools used in education: Blogs:

- ✓ Edu blogs – advise, support and resources for education blogging <sup>5</sup>
- ✓ Examples and support for educational wikis <sup>6</sup>
- ✓ See resources tagged by others by searching for terms like teach in learning, blogs, collaboration etc. on
- ✓ large tagging resource sites such as <sup>7</sup>

### Immersive environments

- ✓ Second Life in Education (SLED)workspace at [http://slededucation.wikispaces.com/Social networking sites](http://slededucation.wikispaces.com/Social%20networking%20sites).

<sup>2</sup> <http://www.oercommons.org/>

<sup>3</sup> [http://www.classroom20.com/Best practice guide](http://www.classroom20.com/Best%20practice%20guide)

<sup>4</sup> [http://www.tigweb.org/ tigated/bp/](http://www.tigweb.org/tiged/bp/)

<sup>5</sup>

<sup>6</sup> <http://educationalwikis.wikispaces.com>

<sup>7</sup> <http://delicious.com> or <http://www.diigo.com>

end, it is stated that my opinion is consistent with the researchers and has no conflict.

## Proposals

Colleges and universities create ways for learners to help each other overcome logistical, technical, institutional and learning challenges. It is unrealistic to expect the same high degree of institutional support for emerging technologies that we have tried to provide for earlier administrative and educational technologies. However, by guiding and facilitating the use of social networks to encourage learners to support each other, we can largely create self-sustaining and cost-effective learning communities.

Search for and subscribe to free online education and technology journals listed on Directory of Online Journals<sup>9</sup>[27].



### Figure 3. Educational Communities

## Conclusion and discussion

<sup>9</sup> [www.doaj.org](http://www.doaj.org)

<sup>8</sup> [http://www.c4lpt.co.uk/ social media/ edunetworks.html](http://www.c4lpt.co.uk/social%20media/edunetworks.html)



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<sup>10</sup> <http://terrya.edublogs.org/2009/04/08/my-place-or-yours-hosting-web-20-education/>.

<sup>11</sup> [http://www.seminar.net/images/stories/vol4-is-sue2/paulsen\\_cooperative\\_online\\_education.pdf](http://www.seminar.net/images/stories/vol4-is-sue2/paulsen_cooperative_online_education.pdf).

<sup>12</sup> [www.editlib.org/index.cfm/files/paper\\_26726.pdf](http://www.editlib.org/index.cfm/files/paper_26726.pdf).

<sup>13</sup> <http://www.learningcircuits.org/2003/dec2003/kaplan.htm>.

