# Participation of students in social networks in learning

**Reza Alipour**
¹Researcher

Rezaalipour125@yahoo.com

## Abstract

Research shows that student engagement represents the time and energy students invest in interacting with others through purposeful learning activities in social networks or media. This type of participation involves learning and changing students' behavior. The purpose of this research is to motivate students to share in social networks with students and other colleagues, because this type of participation provides better learning, the current method of statistical population research, sampling and virtual space tools, validation and final review. And it is diagnostic. An analysis that examines the participation of students in social networks in learning, which is considered one of the practical methods. Also, the basic method is considered, the findings include social and collaborative learning, the use of social media to connect to the virtual community of learners, social media and the integration of its curriculum content and student learning achievements, the challenges of using media social media, and providing educational support for media use. Social issues with implications, research results suggest, social media can help students achieve general and content learning outcomes. Therefore, when educators use media or social networks, overall student learning increases.

**Keywords:** Social network, social media, learning, participation

## Introduction

### problem statement

Student engagement represents the time and energy students invest in interacting with others through purposeful learning activities [1,2]. Reports indicate that students who use information technology for academics are also more likely to engage and participate in scholarly and active collaborations with other students [3].

This collaboration suggests that as engagement with technology increases, so does engagement with academics, promoting a deeper connection between students, instructors, and course content [3].

By participating in a community of learners, students become more engaged with course content, which increases the achievement of popular learning outcomes, such as critical thinking and individual student development [4,5,6,7].

Therefore, student participation through social media can enhance communication to create a virtual community that leads to better content learning.

### The importance of the subject

The use of social media has increased in recent years at all age levels. The Pew Internet Project and American Life found that although 73 percent of 12- to 17-year-olds use social media, social media use is even higher for 18- to 29-year-olds (83 percent) due to age restrictions and restrictions. Is. With access to social media, preadolescent students do not seem to use social media as much as older students [8]. In addition to the number of teenagers and young adults who use social media, two-thirds of adult Internet users also use social media [9]. Social media have also been implemented in academic settings to motivate students to engage, share and learn with other colleagues [10]. Nelson Laird and Koh in 2005 found that students regularly use information technology in their academic and personal lives. However, students are more likely to use social media than other course-related technologies because they are already familiar with the features and settings [11,12,13].

### Research objectives and hypotheses

The purpose of social networking research in academic settings is to motivate students to participate, share and learn with other colleagues, Nelson Laird and Koh (2005) found that students regularly use information technology in their academic and personal lives. However, students are more likely to use social media than other course-related technologies because they are already familiar with the features and settings [11,12,13].

### Literature and history

---

¹ Reza Ali pour, telecommunication systems specialist, Islamic Republic of Iran

The rapid development of information and communication technologies has sparked the creative incorporation of social media into current pedagogical applications and processes. Social media includes a variety of web-based tools and services that are designed to promote community development through collaboration and information sharing These tools provide opportunities for individual expression as well interactions with other users [14]. Social media can include blogs, wikis, media (audio, photo, video, text), sharing tools, networking platforms (including Facebook), and virtual worlds. Current research has indicated that using social media as an educational tool can lead to increased student engagement [15,16,17,18]. By encouraging engagement with social media, students develop connections with peers, establish a virtual community of learners and ultimately increase their overall learning [19,20,21,22]. This literature review will explore the dimensions of student engagement through social media as a means of fostering increased student learning and implications for educators on how to incorporate social media with academic course content.

### 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 participation of students in social networks in learning, which is considered as a practical method. 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.

### findings

### Social and Collaborative Learning

Nowadays, most researchers agree that knowledge not only exists in individual minds but also in the discourse and interactions between individuals. Such interactions support active participation, which is an essential element in students learning [23]. Learners need to develop skills to share knowledge and to learn with others, both face-to-face face situations and through technology including social media found that students build learning communities by working collaboratively to construct knowledge. Social media serves as a tool to facilitate the development of these learning communities by encouraging collaboration and communication. Moreover, these interactions reinforce the achievement of desirable learning outcomes [24].

As a result, social media supports collaborative learning, which in turn helps foster the creative learning process. Social media provides an opportunity for students to expand their learning environment because only part of student learning occurs within the confines of a classroom [25,26,27,28]. It can further be argued that it is incumbent upon educators to find ways to incorporate current social media into their classrooms. Educators can use social media to develop creativity in their students by encouraging them to explore content in new ways [29,30].

For example, social media provides students with options for creating authentic, creative products through tools such as blogs, YouTube, and podcasts Students can also use social media to research material content in order to develop new knowledge By allowing the needs of creative learners to be met through a cooperative learning environment, students are better able to balance their individualism with the need for contact with others, allowing new ideas to flourish [31]. [2]

Technology, when used independently, does not necessarily contribute to learning. Aguilar-Roca, found that students who take notes by hand achieve higher test scores when compared to students who use laptops to take notes. Additionally, prior computer knowledge plays a factor in a student's perceived learning through online methods of instruction [32]. However, the Internet can provide a rich environment for hosting the educational and learning activities for students. found that students who primarily take online courses also spend more time using online tools and social media as supplementary learning tools when compared to students who primarily take face-to-face courses. By supplementing student course work with outside materials as well as creating and sharing knowledge among peers, social media creates an environment where increased critical thinking and collaboration are possible So, The active engagement and establishment of virtual relationships through social media offers opportunities for increased learning by encouraging students to build on established connections with other sources beyond the classroom [33].

### Using social media to Connect to a Virtual Community of Learners.

Students who participate in social media as part of a class feel more connected to their peers that those students who do not participate in social media [34,35]. Social media allows students to not only

---

[2] Podcast or web audio or podcast or audio editing is a radio program that can be downloaded from the Internet.

group themselves with peers who are similar, but also enhance and link existing peer groups. In addition to enhancing established peer groups, social media can bridge the diversity that exists in classrooms by establishing a neutral zone in which students can interact with one another [36,37]. found that students who used social media felt more emotionally connected to their peers because they felt as though they had people to talk to if they had a problem or if they needed help. Further, these peer connections encouraged participation by students who initially felt intimidated by in-class discussions [38,39].

Participation in social media creates a more collaborative and communicative learning environment for students by providing opportunities for discussions and interactions with their peers By collaborating with peers on a given topic, social media offers opportunities to develop a stronger sense of community among students [40,41,42,43]. Although Dawson (2008) found that the degree to which a student feels a sense of community might be influenced by the presence and experiences of pre - existing social networks, students who interact with higher numbers of learners also exhibit a higher sense of community. The use of social media also contributes to a sense of community among students by allowing personalization of profiles, including the addition of pictures and other identifying information This personalization, coupled with the critical examination of course topics, supports an authentic relationship between students by encouraging openness and sharing of information, which also increases students' perceived learning [44].

## Social Media and Integrating Course Content

Although collaborating with classmates through social media creates a system of relationships among students, it also provides immediate avenues to disseminate and enhance course-related knowledge outside the confines of the traditional classroom [45]. In using social media for academic purposes, i.e. group discussions, multiple students can discuss in a class as a whole and interact with the same content at the same time. Course content or not, this increases the likelihood of further learning, as students are adding to discussions beyond the assigned topic, including those originally prompted by the moderator or professor. Its suitability for a given subject is by providing a shared experience to students in a virtual community, they are able to search deeper for content and make connections between multiple sources. This ability creates a network of opportunities to enhance student learning beyond the traditional classroom environment [46].

## Social Media and Student Learning Achievements

The use of social media in academic coursework can increase the learning achieved by an individual student. Students who participate in coursework that utilize social media demonstrate an increase in overall GPA when compared with students who do not participate in social media Social media usage within the academic setting not only increases students' GPA, but also facilitates peer feedback on assignments and thoughtful student reflections on course content because of the ability for students to openly communicate with each other and develop strong relationships among peers Furthermore, using social media fosters long-term retention of information and develops a deeper understanding of content that is discussed in a class This research indicates that students who use social media are better able to connect course content with out-of-class peer interactions, ultimately supporting their learning. inside the classroom [47].

## Challenges for Social Media Use

Although social media can enhance student learning through student interactions, challenges arise when social media is incorporated into an academic course. Assuming that students are familiar with and okay with using certain types of social media can lead educators to inadvertently not provide the resources or encouragement needed to support student use and learning, research shows that even when social media Socials are used for an educational purpose, bringing students together. Technology enters their lives in ways that may differ from the course instructor's goals. For example, off-topic or non-academic discussions occur on social media due to its initial design as a social networking tool; moreover, as students age, the frequency of off-topic discussions also increases. find Broader discussions of course content Older students may spend more time on unrelated discussions than younger students. Social media can also negatively affect a student's GPA, as well as the amount of time students spend preparing for class. One explanation for this effect is that social media provides too much stimulation and therefore can distract students from completing their studies. Another reason may be that students who spend more time on social media may have difficulty in balancing their online activities and academic preparation [48].

Social media can also be a challenging instructional strategy to incorporate because it attempts to balance the authority of the educator with the active participation of the students. Collaboration through social media supports more of a constructivist approach to learning, where students and educators can

work together to, particularly topic, rather than an approach that emphasizes individual contributions As a result, students and educators become equal participants in the knowledge sharing process. Although this seems beneficial for creating and disseminating knowledge, social media can also become a privacy concern (i.e. cyber-plagiarism) as well as an outlet for abuse and cyber-bullying This suggests that establishing standards for social media use should include behavior and attitude guidelines similar to those enforced in the classroom [49].

## Providing Instructional Support for Social Media Use

When using social media, educators must be able to play an active role in the collaborative process. Educators must not only promote creativity and assess student activities but also inform and clarify misunderstandings that occur involving the content area and subsequent knowledge creation in order to maintain the integrity of the learning environment In order to support these roles, educators must be provided with professional development that demonstrates how to incorporate social media into their classrooms in order for it to be used effectively. Promote student learning Even though educators are supportive of using social media and may receive professional development, educators report that they do not know how to effectively incorporate it into their classroom These educators are unfamiliar with the time constraints involved in creating lessons that utilize social media while at the same time creating lessons that do not use social media However, educators are more likely to incorporate social media activities into their classroom that they have created because they are able to creatively control the content that is included; for example, content that may be assessed on state mandated tests [49].

While some educators have found ways to include social media into their lessons, other educators are not utilizing social media for instructional purposes The use of social media must be purposeful and as a result should be applied in situations that are the most appropriate for learning and student understanding to occur For example, social media is best used as an introductory tool for review and collaboration, not merely as a method of advertising class reminders Therefore, educators who are considering incorporating social media into their academic courses should ensure that the specific type of social media used matches the learning outcomes for the students.[49].

## Implications

Educators who want to use social media in their courses to promote student learning must be prepared to support students and actively participate in a collaborative learning community. Assuming that students already know how to use social media may disadvantage students who may need closer supervision and guidance. such as students' access to technology, privacy issues, cyber plagiarism and cyber bullying [50].

Educational institutions must also consider the financial and political obligations associated with adopting social media. First, administrators may need to realign assessment and evaluation strategies to effectively account for student learning in classrooms that use social media. Learning must be discarded or revised. Principals must also consider policy implications related to academic integrity as well as interactions outside of the classroom between students and educators, and finally, the financial responsibilities of social media integration. Not only must institutions ensure that appropriate equipment and Internet access are available, but they must also ensure that there are sufficient instructors. Teaching or opportunities for teaching prior to implementing social media as a curriculum strategy While there is evidence that social media enhances student learning, future research should specifically address assessments based on this finding. pay attention [51].

Using social media in specific classrooms (such as science, math, and language arts). Currently, there is little research examining whether social media use varies by course content type. Researchers should also explore best practices for educators in how to effectively incorporate social media into the classroom. This research can provide insights into how students can play the role of knowledge co-creators as well as how social media can enhance creativity. Finally, researchers should also consider the role of gender in social media use. Because females are more likely to use social media gender may affect how much students engage in courses, thus affecting overall student learning. Because students vary in their level of engagement, it is imperative that further assessments of student learning supported by social media consider multiple explanations for increased student learning [51].

## The results

### Conclusion and discussion

Using social media for educational purposes can help students learn in many ways. First, social media increase peer interactions, which can create diversity in the classroom and open lines of communication between students and educators. Social media also facilitates the discussion and transfer of knowledge among students and a deeper understanding of course material and motivates them, so students who use the network or social media. They

can move beyond memorizing content and create products that represent the content they have learned. Finally, social media can help students achieve general and content-

specific learning outcomes. Therefore, when media educators include social issues in academics, the overall learning of students can increase, obviously, my findings are consistent with the researchers and have no conflict.

## Proposals

The use of messengers and social networks in the educational programs of students on a wider level, more communication between professors and students in online classes on Facebook and other messengers and social networks, the use of new techniques in conducting exams by centers. Education in messengers and social networks, deeper participation in student learning through social networks at all levels of education. Using social networks to create creativity in students.

## References

[1]. Kuh, G. D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. Change, 33(3), 10-17, 66.

[2]. Nelson Laird, T. F., & Kuh, G. D. (2005). Student expe riences with information technology and their relationship to other aspects of student engagement. Research in Higher Education, 46, 211-233. Doi: 10.1007/s11162-

004-1600-y

[3]. Mehdi Nezhad, V. (2011). First year students' engage

ment at the university. International Online Journal of

Educational Sciences, 3(1), 47-66.

[4]. Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. Researchin Higher Education, 47(1), 1-32. Doi: 10.1007/s11162-005-8150-9

[5]. Aguilar-Roca, N. M., Williams, A. E., & O'Dowd, D.K. (2012). The impact of laptop-free zones on student performance and attitudes in large lectures. Computers & Education, 59, 1300-1308. doi: 10.1016/j. compedu.2012.05.002

[6]. Kuh, G. D., Cruces, T. M., Shop, R., Kinsie, J., & Gonyea, R. M. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. Journal of Higher Education, 79, 540-563

[7]. Pike, G. R., Kuh, G. D., McCormick, A. C. (2011). An investigation of the contingent relationships between learning community participation and student engagement. Research in Higher Education, 52, 300-322. doi:10.1007/s11162-010-9192-1

[8]. Lenhart, A., Purcell, K., Aaron, S., & Zickuhr, K. (2010). Social media & mobile Internet use among teens and young adults. Pew Internet & American Life Project. Re trieved from.[3]

[9]. Madden, M., & Zickhur, K. (2011). 65% of online adults use social networking sites: Women maintain their foothold on S.S use and older Americans are still coming aboard. Pew Internet & American Life Project. Re trieved from.[4]

[10]. Väljataga, T., & Fiedler, S. (2009). Supporting students to self-direct intentional learning projects with social media. Educational Technology and Society, 12(3), 58-69.

[11]. Appel, M. (2012). Are heavy users of computer games and social media more computer literate? ComputersEducation,59,1339-1349.doi:10.1016j.compedu.2012.06.004

[12]. Hurt, N. E., Moss, G. S., Bradley, C. L., Larson, L. R., Lovelace, M. D., Prevost, L. B., … Camus, M. S.

(2012). The 'Facebook' effect: College students' perceptions of online discussions in the age of social net working.

[13]. Liu, Y. (2010). Social media tools as a learning re

source. Journal of Educational Technology Develop

ment and Exchange, 3, 101-114.

[14]. Junco, R., Helbergert, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. Journal of Computer Assisted Learning, 27,

119-132. doi:10.1111/j.1365-2729.2010. 00387.x Doi:10.1016/j.i heduc.2010.07.003

[15]. Annetta, L. A., Minogue, J., Holmes, S. Y., & Cheng, M. T. (2009). Investigating the impact of video games on high school students' engagement and learning aboutgenetics. Computers & Education, 53, 74-85.doi: 10.1016/j.compedu.2008.12.020

[16]. Chen, P. D., Lambert, A. D., & Guidry, K. R. (2010). Engaging online learners: The impact of web-based technology on college student engagement. Computer &Education,54,1222-1232.doi:10.1016/j.compedu. 2009.11.008

[17]. Junco, R. (2012a). The relationship between frequencyof Facebook use, participation in Facebook activities and student engagement. Computers & Education, 58, 162-171. doi: 10.1016/j.compedu.2011.08.004

[18]. Patera, M., Draper, S., & Naef, M. (2008). Exploring Magic Cottage: A virtual reality environment for stimulating children's imaginative writing. Interactive Learning-Environments,16,245-263.doi:10.1080/10494820802114093

[19]. Fewkes, A. M., & McCabe, M. (2012). Facebook:

[3] http://pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx

[4] http://pewinternet.org/Reports/2011/Social-Networking-Sites.aspx

 Learning tool or distraction? Journal of Digital Learning in Teacher Education, 28(3), 92-98.

[20]. Heafner, T. L., & Friedman, A. M. (2008). Wikis and constructivism in secondary social studies: Fostering a deeper understanding. Computers in the Schools, 25,

288-302. doi:10.1080/07380560802371003

[21]. Kuh, G. D. (1993). In their own words: What students learn outside the classroom. American Educational ResearchJournal,30,277-304.Doi: 10.3102000028312030002277

[22]. Liu, C. C., Liu, K. P., Chen, W. H., Lin, C. P., & Chen, G. D. (2011). Collaborative storytelling experiences in social media: Influence of peer-assistance mechanisms. Computers & Education, 57, 1544-1556.doi: 10.1016/j.compedu.2011.02.002

[23]. Hrastinski, S. (2009). A theory of online learning as online participation. Computers & Education, 52, 78-82. doi: 10.1016/j.compedu.2008.06.009

[24]. Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of Eng lish in institutions of higher education? Internet and Higher Education, 13, 179-187.

[25]. Shoshani, Y., & Rose Braun, H. (2007). The use of the Internet environment for enhancing creativity. Educa

tionalMediaInternational,44(1),17-32.do:10.1080/095 23980600922803

[26]. Chen, B., & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informallearning. Internat ional Review of Research in OpenandDistanceLearning,13(1),87-104.Retrieved from.[5]

[27]. Friesen, N., & Lowe, S. (2012). The questionable prom ise of social media for education: Connective learning and the commercial imperative. Journal of Computer Assisted Learning, 28, 83-194. doi:10.1111/j.1365-

[28]. Wodzicki, K., Schwämmlein, E., & Moskaliuk, J. (2012). "Actually, I wanted to learn": Study-related knowledge exchange on social networking sites. InternetandHigherEducation,15,9-14.doi:10.1016/j..iheduc.2011.05.008

[29]. Frye, E. M., Trathen, W., & Koppenhaver, D. A. (2010). Internet workshop and blog publishing: Meeting student(and teacher) learning needs to achieve best practice inthe twenty-first-century social studies classroom. SocialStudies,101(2),46-53.doi:10.1080/00377990903284070

[30]. Lamb, A., & Johnson, L. (2010). Bring back the joy: Creative teaching, learning, and librarianship. Teacher Librarian,38(2), 61-66.

[31]. Garrett, C., (2011). Defining, detecting, and promoting

 student engagement in college learning environments. Transformative Dialogues: Teaching & Learning Jour nal, 5(2), 1-12.

[32]. Top, E. (2012). Blogging as a social medium in undergraduate courses: Sense of community best predictor of perceived learning. Internet and Higher Education, 15, 24-28. Doi: 10.1016/j.iheduc.2011.02.001

[33]. Mazman, S. G., & Usluel, Y. K. (2010). Modeling educational usage of Facebook. Computers & Education,

55, 444-453.doi: 10.1016/j.compedu.2010.02.008

[34]. jackson, C. (2011). Your students love social media

and so can you. Teaching Tolerance, 39, 38-41. Re trieved from .[6]

[35]. Tomai, M., Rosa, V., Mebane, M. E., D'Acunti, A., Benedetti, M., & Francescato, D. (2010). Virtual co munities in schools as tools to promote social capital with high school students. Computers & Education, 54, 265-274. doi:10.1016/j.compedu.2009.08.009

[36]. Krause, K., & Coates, H. (2008). Students' engagement in first-year University. Assessment & Evaluation in Higher Education, 33, 493-505.

[37]. Kuh, G. D. (2009). What student affairs professionals need to know about student engagement. Journal of CollegeStudentDevelopment,50(6),683-706. doi:10.1353/csd.0.0099

[38]. Arnold, N., & Paulus, T. (2010). Using a social networking site for experiential learning: Appropriating, lurk ing, modelingand community building. Internet and HigherEducation,13,188-196.Doi: 10.1016/j.iheduc..2010.04.002

[39]. Rambe, P. (2008). Constructive disruptions for effective collaborative learning: Navigating the affordances of social media for meaningful engagement. Electronic Journal of e-Learning, 10(1), 132-146. Retrieved from.[7]

[40]. Dawson, S. (2008). A study of the relationship between student social networks and sense of community. Educational Technology & Society, 11(3), 224-238.

[41]. Heiberger, G., & Harper, R. (2008). Have you Face booked Astin lately? Using technology to increase stu dent involvement...ew Directions for Student Services, 124, 19-35. doi:10.100/ss.293

[42]. Hur, J., & Oh, J. (2012). Learning, engagement, and technology: Middle school students' three-year experi ence in pervasive technology environments in South Ko rea. Journal of Educational Computing Research, 46, 295-312

[43]. Jones, N., Blackey, H., Fitzgibbon, K., & Chew, E. (2010). Get out of Myspace! Computers & Education, 54, 776-782.doi: 10.1016/j.compedu.2009.07.008

[44]. Stevens, V. (2009). Modeling social media in groups, communities, and networks. Tesl-Ej, 13(3), 1-16.

---

[5] http://www.irrodl.org/index.php/irrodl/article/view/1027/2073

[6] http://www.tolerance.org/magazine/number-39-spring-2011/your-students-love-social-media-and-so-can-you
[7] http://www.ejel.org

[45]. Junco, R. (2012b). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. Computers in HumanBehavior,28,187-198. doi: 10.1016/j.chb.2011.08.026

[46]. Lin, P. C., Hou, H. T., Wang, S. M., & Chang, K. E. (2013). Analyzing knowledge dimensions and cognitive process of a project-based online discussion instructtional activity using Facebook in an adult and continuing education course. Computers & Education, 60, 110-121. doi: 10.1016/j.compedu.2012.07.017

[47]. Ebner, M., Lienhardt, C., Rohs, M., & Meyer, I. (2010). Microblogs in higher education: A chance to facilitate in formal and process-oriented learning? Computer&Education,55,92-100.doi: 10.1016/j.compedu.2009.1200

[48]. Cole, M. (2009). Using wiki technology to support student engagement: Lessons from the trenches. Com puter&Education52,141-146.doi: 10.1016i.compedu

2008.07.003 International Journal for the Scholarship of Teaching and Learning, 6(2), 1-24. Retrieved from

[49]. Smailes, J., & Gannon-Leary, P. (2011). Peer mentor ing: Is a virtual form of support a viable alternative. Re search in Learning Technology, 19, 129-142. doi: 10.1080/21567069.2011.586675

[50]. An, Y., & Reigeluth, C. (2011). Creating technology-enhanced, learner-centered classrooms: K-12 teachers' beliefs, perceptions, barriers, and support needs. Journal of Digital Learning in Teacher Education, 28(2), 54-62.[8]

[51]. Kristen Tarantino, Jessica McDonough, Ma Hua (2013), Effects of Student Engagement with Social Media on Student Effects of Student Engagement with Social Media on Student

---

[8] http://academics.georgiasouthern.edu/ijsotl/v6n2.html