

Review On Use Of Social Media Application For Educational Purpose

Vishal Shetkar¹, Aditya Bagal², Parth Darekar³, Sushil Hiwale⁴, Nikhil Oswal⁵

Assistant Professor, Dept. of I.T., AISSMS Polytechnic, Pune, India¹

Final Year Student, Dept. of I.T., AISSMS Polytechnic, Pune, India²

Final Year Student, Dept. of I.T., AISSMS Polytechnic, Pune, India³

Final Year Student, Dept. of I.T., AISSMS Polytechnic, Pune, India⁴

Final Year Student, Dept. of I.T., AISSMS Polytechnic, Pune, India⁵

Abstract: The use of social networks is a growing phenomenon, being increasingly important in both private and academic life. Social networks are used as tools to enable users to have social interaction. The use of social networks (SNS) complements and enhances the teaching in traditional classrooms. For example, YouTube, Facebook, wikis, and blogs provide a huge amount of material on a wide range of subjects.

This research aims to explore the need to change the traditional style of teaching and learning after the innovation of Web 2.0. The main objectives of this research are to discover the motives for the use of social networks by higher education students in Oman, to recognize the impact of social networking tools in learning and education generally, to analyse the problems that students might face when using social networks

Keywords: Social Media, College, Android, Application,

I. INTRODUCTION

In today's world we see that the 98% of students are connected to the social media and spend most of their time is spend in social media. So making that time and internet utilizing in education purpose our group had decided to make this application by which student can be made busy by teachers by sending the assignments and other activities. We had decided that application would be for students as well as teachers just for college, in which students and teachers can post the contents which are important and which can be seen by everyone in college or department. Teachers can send the assignments and projects in the groups which should be submitted in time. Teachers interact with students with the medium of this application.

In market there are many applications for chatting purpose like our and there are also many applications for sharing the documents and notes to the students by teachers. But all of them are either non-cloud-based application means all of the data will be stored in the device the application is used. Due to this the low end devices may have problems of lag so considering this problem we had made this app cloud-based application by which the application will not consume much storage in the device.

There are also many applications for sharing the notes and other documents. So you have to use the two applications one for chatting and interacting with teachers and second for sharing the notes. And taking is problem into consideration this application has both the features of chatting document sharing and mainly this application is fully cloud based. So teachers will not have to install two applications if one application can do both.

II. LITERATURE REVIEW

After seen multiple social media apps we have decide to create a social media app for study purposes. We took a survey on the following papers to see what types of papers had been published related to our topic.

According to research paper [1] Social networking sites (SNS) are a popular Internet-based technology that enables users to communicate and interact with each other. SNS have attracted a great deal of scholarly attention and have been used as an educational tool in recent years. However, there has been little research examining motivations and obstacles to teaching with SNS in higher education.

According to research paper [2] After reading this paper we know that author says there are seven principles that can help improve student graduate education. Based on college teaching and learning research, good practice in



undergraduate education: (1) promotes communication between students and technology; (2) promotes multiplication and collaboration among students; (3) use effective learning strategies; (4) gives a quick response; (5) emphasizes time at work; (6) high expectations transfer; and (7) respects diversity talents and learning styles

According to research paper [3] This report describes computer and Internet use by children enrolled in nursery school and students in kindergarten through grade 12 who are age 3 or older. 1 The purpose of this report is to examine rates of use (that is, the percentage of individuals in the population who are users), how these technologies are used, where they are used, and how subgroups within the population may differ in their use of these technologies

According to research paper [4] This paper aims to empirically examine the various categories of SNS use including: chatting and online discussion, creating knowledge and information content, file sharing, and enjoyment and entertainment by tertiary students at a University in Saudi Arabia. It will investigate the impact of these categories of SNS use on knowledge sharing and learning performance.

According to research paper [5] Mobile reading happens very quickly. While the first generations of mobile education tend to promote carefully crafted activities by teachers and technical professionals, students are more motivated by their learning needs, including those from major travel and frequent travel. At the same time, it is often argued that mobile devices are best suited to support social contacts and collaborative learning - claims that have the obvious value of learning a language. A review of publications that report on mobile-assisted language learning (MALL) is conducted to determine how well mobile devices are used to support social networking and collaborative learning

According to research paper [6] Unique features and online learning skills are built on the ability to connect across a wide range of learning resources and peer-to-peer learning that benefits each student, such as using forums, collaborative learning and community building. The success of online learning therefore depends on participation, engagement and collaboration with other students, leading to information sharing. Therefore, without constant and persistent communication, there is no doubt that the sharing of knowledge is possible in online learning. The study states that opinions about the development and maintenance of social relationships provide the basis for the doctrine of understanding the motivation for engaging in online information-sharing behaviour.

According to research paper [7] The integration of mobile technology into learning-oriented environments requires educational institutions to design new learning, teaching and learning strategies. In this article we share the results from a study of mLearning design and analysis from a student study conducted at the National College of Ireland. Evaluation data supports our view that mLearning technology can provide a platform for effective learning, collaboration and innovation in higher education. In addition, we review the mobile interface and considerations of the user experience, as well as mLearning theory. Finally, we provide an overview of mLearning applications made in the United States, the United Kingdom

According to research paper [8] The purpose of this study was to explore teaching and learning where mobile computer devices, such as cell phones and smartphones, are used in higher education. This paper outlines part of the findings of students' ideas for learning about mobile devices and the roles played by social media. This quality study focused on students from three US universities. Student teachers have been incorporating computer devices, such as cell phones and smartphones, into their lessons for at least two semesters. Data were collected through group focus group discussions. Two specific themes have emerged in the interview data: (a) the benefits of mobile computer learning tools for students and (b) the frustrations that come with learning about mobile computer devices.

According to research paper [9] As more and more faculty members jumped on the social media platform, a growing number of publications began investigating the acceptance of social media applications and their promoters inside and outside the classrooms. However, little research has focused on the educational consequences of the use of social media in college teaching. Therefore, this study focused on educational outcomes and examined the research model of the opposition and the effects of social media use. It analysed the estimated responses of 168 intelligent members using social media in their teaching. At least partial square footage (PLS) shows that (1) practical visibility, external pressure and compatibility of work technology - have positive effects on the use of social media; (2) an increase in the apparent risk of using social media, the ability to use technology to support classroom commands more frequently; and (3) the use of social media has a positive impact on students' learning outcomes and satisfaction

III. PROBLEM STATEMENT

Many of the students misuse the given facilities to them by colleges and their parents. Some of them are like playing games or doing other activities instead of running the programs in school/colleges. While studying at home lying about having studies and playing video games or using social media.

By observing the above things mentioned students are misusing the given facilities of technology to them. So to solve this problem our group had made a project which is basically a social media application only for college use.

In this application we had basically done the work that there would be the post related to college which would be posted by the authorized person, students can read that articles and spend time in article reading which can increase their vocabulary as well and give them information.

In the chat screen there are subject wise groups of classroom, in which teacher of subject and students will be present. Teachers can send notes, quick tests, completion work and many more things. By this students can be engaged in the study time instead of spending time in social media. Students can also access the notes given by teacher anytime anywhere.

IV. PROPOSED METHODOLOGY

The application is made of using many concepts. An application is made using Android Studio and the database to store the data is Firebase by Google.

Application has basically 4 parts.

1. Login Page
2. Main Screen
3. Chat Screen
4. Profile Page

V. CONCLUSION

The paper summarizes a proper survey on the referred paper. After completing the survey of the papers we got to know that there can be made some development. So we decided to make an android app where teachers can interact with students through this app. Understanding the today's covid situation every college, school is using the online method to teach. This app can be used in colleges and schools to send the notes, news and talk to student through chatting method. This app will be provided to colleges and schools as per needs.

VI. REFERENCE

- [1] Akçayır, G. (2017). Why do faculty members use or not use social networking sites for education? *Computers in Human Behavior*, 71, 378–385.
- [2] Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE bulletin*, 3, 7.
- [3] DeBell, M., & Chapman, C. (2006). Computer and internet use by students in 2003. Statistical analysis report. NCES 2006-065. National Center for education statistics.
- [4] Eid, M. I. M., & Al-Jabri, I. M. (2016). Social networking, knowledge sharing, and student learning: The case of university students. *Computers and Education*, 99, 14–27.
- [5] Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289
- [6] Ma, W. W. K., & Yuen, A. H. K. (2011). Understanding online knowledge sharing: An interpersonal relationship perspective. *Computers & Education*, 56(1), 210–219.
- [7] Fisher, M., & Baird, D. E. (2006). Making mLearning work: Utilizing mobile technology for active exploration, collaboration, assessment, and reflection in higher education. *Journal of Educational Technology Systems*, 35(1), 3–30.
- [8] Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *Internet and Higher Education Mobile*, 19, 18–26.
- [9] Cao, Y., Ajjan, H., & Hong, P. (2013). Using social media applications for educational outcomes in college teaching: a structural equation analysis. *British Journal of Educational Technology*, 44(4), 581–593