

SOCIAL MEDIA: EMERGING TRENDS AND PARADIGM SHIFTS IN MEDIA EDUCATION

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Abstract— If there is one supposedly English term word that can be understood by all speaking different innumerable languages across the world, it is ‘media.’ Inherently a plural of ‘medium’, a Latin term, ‘media’ has come to stay as a collective singular denoting all kinds of standard communication among people in all languages. Evolving out of the age-old media channels such as cave writings, written scrolls, printed journals, books, radio, cinema, television and the social media has become part and parcel of the post-modernist man’s communication and information-based digital life. While radio, TV, cinema and print journalism belonging to the 20th century’s powerful, though one-way, information system, social media is the 21st century’s most dominant communication and information technology marked by the values, new norms and digital features of the internet era of the millennium. As a result, the studies about media have begun taking on new colours and new dimensions, thanks to the inevitable influence of social media that is the warp and woof of the everyday life of the modern man. As Marshall McLuhan said, ‘medium is the message’. The message that the social media conveys is that no one in this current era can dispense with social media use and a majority of people, irrespective of race, culture, language, country, religion, caste, gender et al, is invariably engaged with communicating with one another and debating various global issues, social, cultural and so on and so forth.

This study strives to lay threadbare the impact of social media on media students and on their manner of undertaking media studies. Media studies in the present-day web era are a far cry from the academic researches on media in the last era of printed journals, TV, radio and cinema. Now that social media has made almost all users ‘journalists’ on their own and it has access to all people in all nook and corner at the light speed, media studies students are faced with, as never before, lots of challenges and opportunities. While

social media is a sort of democracy opening up the floodgates of writing to all and demolishing all barriers standing in the way of freedom of expression, it is also a den for criminals loitering in the cyberspace, as if in the physical streets, to troll, cheat, harm, insult, deceive and indulge in all sorts of conceivable crimes. So, analyzing the advantages of social media on the whole, this study brings to light all negative features of social media and their impact on the perception and outlook of the media students. Using cognitive load theory and research designs, the research also delves deep into the question of how media students convert social media, stripping it of all its dark and negative features, into a powerful educational tool and how they use the digital tool to study the state and fate of social media.

Keywords: 21st Century’s media education, Technology in media education, Social media in media education

I. INTRODUCTION

After the advent of Internet and its concomitant technologies, education has witnessed a paradigm shift in teaching and learning methodologies and become a far cry from the century-old traditional education system. Particularly, media education has come under the heavy influence of modern technologies. Today’s media students are far different from their counterparts in the last century, exposed as they are to various technological innovations which they are bringing to bear on their learning experience. Till a decade ago, they were using floppy disks, CD-ROMs, DVDs and even pen drive to store, process and manage the learning data a modern development of course in sharp contrast to the age of books, notebooks, pens and classroom. But almost two decades into the millennium now, media students’ learning environment has totally changed, what with social media as a catalyst in the media academic transformation.

1.1 CLOUD TECHNOLOGY IN MEDIA EDUCATION

Cloud-based internet services such as email, digital data storage have changed the landscape of media education. "Higher education institutions across the US are piloting an e-textbook program involving 50 publishers and close to 30,000 textbooks" (Bhatia, 2014). Cloud computing is a sort of service that one gets through Internet, a service hosted and accessed anywhere, anytime without worrying over lack of hardware, software and personal computer in media education. The cloud symbol often used with reference to Internet has come to represent this cloud computing technology.

2. REVIEW OF LITERATURE

Social media become warp and woof of the post-modernist era, particularly of the lives of youth; there have been researches galore about the impact of social media from several perspectives. While this study focuses on the paradigm shift that social media have caused in media studies and on the changes in attitude and study methods of media students, it is equally important to have a bird's eye-view of researches done so far in the field.

Aida Abdulahi, Behrang Samadi, Behrooz Gharleghi have expressed their concern over the digital age fact that fabulous amounts of data about countless citizens of various countries are available on social network sites and they are up for grabs. Various organisations such as government, education, corporate, health institutions have been collecting and collating gargantuan amounts of data. So, there is a threat of the data being misused and the individual security and privacy are always at stake in the world of social media, conclude the researchers, observing that the real-time criminal activities such as theft, cheating, vandalism are also in circulation in the Web.02 world. So, it goes without saying that theft of data has come with the territory of social media boon. It is posing a threat to private security. Social media service providers have been caught in rows over data leak. The controversy that raged recently over Facebook's bloomers in privacy has hogged the media limelight and as a result, the issue of privacy on social media sites has become a worldwide debate (O'Brien, Deirdre; Torres, Ann M, 2012). This research focussed on the major issue of online privacy and trustworthiness of social networking sites with reference to Facebook. Are the users really aware of the kind of danger they are exposed to? O'Brien, Deirdre and Torres, Ann M examined this question, using a cross-sectional survey design amid 285 Facebook users. The findings they have come out with are as follows: Of course, more than 50 per cent of Facebook users are aware of the questions involving their privacy. But still a sense of uncertainty is found among them regarding the issue. When controversy raged over Facebook's data leak in 2010, over 75 per cent of Facebook users changed their privacy settings

in such a way that they control the settings quite tightly.

The researchers in their study of the problem also found that there are still Facebook users who believe that protection of individual data and privacy is the obligation or duty of both service provider and user. Shareen Irshad and Tariq Rahim Soomro, in their paper titled Identity Theft and Social Media (2018) traced the evolution of the digital word evil, that is, identity theft and using qualitative and quantitative analytical tool, they studied how the social media world has turned a rich breeding ground for digital thieves who are on the prowl on the information highway, looking for preys.

Listing various identity thefts such as financial identity theft, child identity theft, medical identity theft, driver's license theft, criminal identity theft, tax identity theft, synthetic identity theft, the researchers conducted an online survey called 'Awareness of social media crimes' for two-and-half months and collected 104 feedbacks from the respondents of whom 86.5 per cent were Asians and the rest from North America, South America, Africa, Australia, and Europe and of whom 69.2 per cent were women. The majority of the respondents were in the 20-27 age group (67 per cent) followed by 28-37 age group (17 per cent), 13-19 age group (9 per cent) and a minority above the age of 50. The study has analysed data collected from the survey and found various means and methods that criminals adopt on social media sites. The researchers say that the traditional practice of thieves going around physically looking for personal information to be stolen, which was known as 'dumpster diving' before the advent of Internet, has assumed digital colours, dispensing with physical presence of thieves. They have covered the full gamut of digital identity theft, examining the tactics and techniques that the digital thieves adopt in cheating the gullible netizens and also studying how the crime impacts and influences the awareness of social media users.

3. RESEARCH METHODOLOGY

This chapter explains the framework that this researcher has formulated just as a builder draws up a blueprint before constructing a structure. What kind of research design that he has adopted in his research on social media's impact on media students is elucidated. The study of the ongoing social media impact on media students has warranted the use of action research design that seeks to explore the demographic features of the students using social media on daily basis as a tool for enlightenment and education. The researcher, as part of the action research design, has collected data, observed the phenomenon, recorded the statistics of the media students using social media, and tried to explain the process as it is. It is an

exploration of the trend rather than explanation of the trend.

3.1 OBJECTIVES OF STUDY

The study has the two following objectives:

- Primary Objective
- Secondary Objective

3.1.1 PRIMARY OBJECTIVE

The primary objective is to study impact of social media as an educational tool for media students and to study how they convert the originally non-academic nature of social media into an educational nature is studied

3.1.2 SECONDARY OBJECTIVE

The secondary objectives of the research are to study how media students view and approach social media and what are their positive and negative perceptions of social media, examine the accessibility of media educational content in social media, availability of subject experts from whom the students get benefit and help to enhance their learning experience and to analyse the different dimension of learning through social media and bring to light how practically effective the digital methods of teaching and also studies how social media is utilised in media education.

3.2 RESEARCH INSTRUMENTS

Among all instruments used for the study, the Google online questionnaire is the major instrument. The questionnaire has the various tastes, likes, dislikes, methods and cultural habits out of the media students surveyed.

3.2.1 SAMPLE DESIGN

Sampling method is the process of collecting data about some parts of the target population and judging the whole characteristics of the whole population. This study has employed the non-probability sampling design, more particularly purposive sampling to examine the kinship between media students and social media. Researchers often believe that they can obtain a representative sample by using a sound judgment (Saunders, M., Lewis, P. & Thornhill, A, 2012).

3.2.2 SAMPLE SIZE

This refers to the number of elements of the population sample. The sample size chosen for study was 300. The data received from the media institutions through online Google Questionnaire.

3.2.3 PERIOD OF STUDY

The period of time taken to conduct the survey and preparation of this research is around 9 months.

3.4 HYPOTHESES

From a study of data collected on media students using social media, several trends have been detected. In the painstaking research, the following hypotheses are put forward.

H₀₁ – “There is no significant association between of gender and Availability of media subject experts to connect and they are helpful to clear subject doubts in social media”

H₀₂ – “There is no association between the media student willing to learn from social media and Secured good marks in exams after started to use of social media for media educational needs”

H₀₃ – “There is no significant association between the age of the students and social media access for anytime and anywhere in media education”

H₀₄ – “There is no significant association between the age of the students and social media community learning in media education”

H₀₅ – “There is no significant relation between the Social media is easy to access anytime and anywhere and Social media updates media students with latest media technology”

3.5 VALIDITY AND RELIABILITY

The research starts with hypotheses and objectives. Secondly, followed by structured Google online questionnaires for collecting data, opinions on social media learning and then with the help of quantitative analysis with a statistical verification has been done for reliability.

3.5.1 ANALYTICAL TOOLS

The nature of the Google questionnaire has made it easier to analyse the data and to interpret the results. A set of structured Google questionnaires has been analysed by making use of the SPSS (Statistical Package for Social Sciences) software version 24. The following statistical tests have also been used to analyse the data and interpret the results.

3.5.2 ANOVA TEST

ANOVA, a portmanteau of analysis of variance, is a statistical tool invented by R. A. Fisher to compare datasets or rather study the variance between means when two or more samples are sought to be subjected to an examination.

3.5.3 CHI-SQUARED TEST

A kind of statistical hypothesis test, the Chi-Squared Test known prevalently as Pearson’s Chi-Squared Test is employed to find any big difference between the assumed syndrome and the actually observed one in the study of a sample. “The purpose of the test is to evaluate how likely the observed frequencies would be assuming the null hypothesis is true”.

3.5.4 REGRESSION TESTING

Checking whether software has witnessed changes after a certain period of its functionality or whether it has regressed or gone back to its old state is called regression testing. After software has been modified, it may or may not face regression. The method of deciding the status of the software is known as Regression Testing (Darren George and Paul Mallery, 2011).

3.6.5 T – TEST

To check whether a particular hypothesis or assumption is valid with regard to particular group, an inferential statistic technique is used; it is called T Test. It was introduced by William Sealy Gosset, a chemist based in Dublin, Ireland, in 1908.

4. DATA ANALYSIS

Both quantitative and qualitative analysis of data collected from samples is quite obviously sine qua non of any sound and valid research on a particular subject. This study follows the mandatory procedure, analysing the data drawn from media students and interpreting their general tendency or inclination towards social media. Using the sampling technique and the action research design, this research on social media’s impact on media students has come out with several findings. The major discovery is that almost all media students from various age categories, educational levels, backgrounds, both genders and from various types of institutions have all expressed their leaning on social media as an educational tool. Though the origin of social media phenomenon was purely non-academic, over the years the phenomenon unfolded its possibilities or potential for enhancing education. Today social media is a buzzword, more among the student community that is constantly engaged with the digital world of learning.

4.1 T-Test

4.1.1 Gender Vs Availability of media subject experts to connect and they are helpful to clear subject doubts in social media

Null Hypotheses (H0) – “There is no significant association between of gender and Availability of media subject experts to connect and they are helpful to clear subject doubts in social media”

Alternative Hypotheses (H1) – “There is significant association between gender and Availability of media subject experts to connect and they are helpful to clear subject doubts in social media”

Group Statistics

	Gen der	N	Mea n	Std. Deviat ion	Std. Error Mean
Availability Media subject experts are available to connect online and they are helpful to clear subject doubts in social media	1-M ale	209	2.93	1.162	.080
	2-Fe male	91	2.60	1.124	.118

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equali ty of Means
		F	Sig.	t
		Availability Media subject experts are available to connect online and they are helpful to clear subject doubts in social media	Equal variances assumed	.063
	Equal variances not assumed			2.303

Interpretation

The above table that shows the output of the independent T-Test analysis and the significance level is 0.803 which is more than 0.05; therefore null hypotheses tested successfully. So, irrespective of gender said that there is no statistically significant

association between gender and availability of media subject experts to connect and they are helpful to clear subject doubts in social media. Because all the time media subject experts can't be available in the social media to clear subject doubts.

4.2 Chi Square Test

4.2.1 Media student willing to learn from social media Vs Secured good marks in exams after started to use social media for media educational needs

Null Hypotheses (H0) – “There is no association between the media student willing to learn from social media and Secured good marks in exams after started to use of social media for media educational needs”

Alternative Hypotheses (H1) – “There is an association between the media student willing to learn from social media and Secured good marks in exams after started to use of social media for media educational needs”

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.201 ^a	4	.037
Likelihood Ratio	10.833	4	.029
Linear-by-Linear Association	7.670	1	.006
N of Valid Cases	300		

Interpretation

The significant value is 0.037, which is less than 0.05 therefore rejecting the null hypotheses and accepting the alternative hypotheses. So, there is an association between the media student willing to learn from social media and Secured good marks in exams after started to use of social media for media educational needs.

4.3 One Way ANOVA Test

4.3.1 Age Vs Social media access for anytime and anywhere in media education

Null Hypotheses (H0) – “There is no significant difference between the age of the students and social media access for anytime and anywhere in media education”

Alternative Hypotheses (H1) – “There is significant difference between the age of the students and social

media access for anytime and anywhere in media education”

ANOVA

Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.858	4	.965	2.627	.035
Within Groups	108.338	295	.367		
Total	112.197	299			

Interpretation

The table that shows the output of the ANOVA analysis and based on a p = 0.035 which is less than 0.05; therefore there is statistically significant relationship between age of the media students and social media access for anytime and anywhere in media education.

4.3.2 Age Vs Social media community learning in media education

Null Hypotheses (H0) – “There is no significant difference between the age of the students and social media community learning in media education”

Alternative Hypotheses (H1) – “There is significant difference between the age of the students and social media community learning in media education”

ANOVA

Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.626	4	.906	2.463	.045
Within Groups	108.571	295	.368		
Total	112.197	299			

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800	.640	.638	.648

Dependent Variable: Social media updates media students with latest media technology

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	222.360	1	222.360	528.932	.000
	Residual	125.277	298	.420		
	Total	347.637	299			

Interpretation

The table that shows the output of the ANOVA analysis and the significance level is 0.045 which is less than 0.05; therefore there is statistically significant relationship between age of the media students and social media community learning in media education.

4.4 Regression

4.4.1 Social media is easy to access anytime and anywhere Vs Social media updates media students with latest media technology

Null Hypotheses (H0) – “There is no significant relationship between the Social media is easy to access anytime and anywhere and Social media updates media students with latest media technology”

Alternative Hypotheses (H1) – “There is a significant relationship between the Social media is easy to access anytime and anywhere and Social media updates media students with latest media technology”

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	.675	.136		4.974	.000
Advantages of social media among media studies learners [Social media is easy to access any time and anywhere]	.800	.035	.800	22.999	.000

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	.675	.136		4.974	.000
Advantages of social media among media studies learners [Social media is easy to access any time and any where]	.800	.035	.800	22.999	.000

a. Dependent Variable: Social media updates media students with latest media technology

Interpretation

The table that shows the output of the linear regression analysis and we have statistically significant relations between Social media are easy to access anytime and anywhere and Social media updates media students with latest media technology. The $R^2 = 0.640$ is significance level is 0.000, rejecting the null hypotheses and accepting the alternative hypotheses that there is significant relation between Social media is easy to access anytime and anywhere and Social media updates media students with latest media technology.

5. FINDINGS

The findings shows a majority of media students learn their lessons mostly from YouTube, one of the most innovative and experimental inventions in the history of Internet. Stories about successful users, who have

made the use of YouTube highly lucrative and luring and who are called YouTubers, are flooding the various social media sites. They have shown the most powerful video- audio platform as a rage among the youth. The data shown above also bears a testimony to the trend.

Media students ably making use of social media tools keep in constant touch with their teachers through digital platforms too.

The charming, luring, light-hearted and frivolous features of social media have the tendency of making even the serious students deviate, if for a while, from their serious academic pursuit. WhatsApp, Facebook, YouTube et al are teeming with netizens pouring out their too personal views and opinions, most of them of funny nature. In the name of discussions on public and social and political issues, there are multitudes of people conversing non-stop online. This poses a danger to the serious and meaningful use of social media for educational purpose.

Hence, a majority of students engrossed in social media purely for academic purpose have attributed their deviation to their friends who probably entice them to online dialogue that happens in the form of sharing of content, good or bad, educative or entertaining, benevolent or malevolent. For social media, after all, was born out of human curiosity and funny nature.

The modern youths always keep abreast of the latest media technologies and enhance their social media learning is proved right in this research.

So, it can be interpreted that most of the respondents have chosen to be neutral on the question whether social media makes me lazier. In fact, their neutrality has stemmed from the fact that their negative quality aside, the social media is the place where there is an easy availability of educational media material.

6. CONCLUSION

From the data, its analysis and findings, it is manifest that social media is no doubt a powerful and advantageous educational technology tool for the present-day media students steeped in the digital culture. While refusing to turn a Nelson’s eye to the crimes, particularly anti-woman offences, in the cyberspace, most of the students surveyed as part of this research, have admitted that they derive lots of benefits from social media for their education and career growth. Course content, which the students of the previous generation took greater pain to access, is now available just in the twinkling of an eye, even in the handy gadget called Android mobile phone. The one-way instructional classroom teaching is replaced with an interactive teacher-student education.

The sample survey has amply demonstrated that social media, though viewed by some sections as a distraction, has triggered knowledge expansion which has put the present-day media students in more

advantageous position. The rising power of social media and its increasing influence have given media students innumerable options to enrich, enhance and empower themselves in terms of education.

6.1 SUGGESTION

This research has found out that though social media, by and large, has been making an enormous influence on the youngsters' education; there is still a gender disparity. Of course, there is no gainsaying that the 'me too' campaign that originated in the US to give voice to the voiceless women harassed by men in all walks of life and was sustained in social media gained popularity entirely because of the women's constant engagement with social media. But it can probably be considered as a one-off for women's overall performance and involvement in the digital era are yet to register a phenomenal growth. The reasons for this sorry state are quite obvious. The major threat or barrier to their inhibition-less use of social media is the syndrome of stalking, harassment, abuse and insult by men peers. The women's liberation or their ever present demand for equality is yet to be fully recognized by the male chauvinistic society, even in the social media despite the increasing and amazing development of communication and information technology.

6.2 RECOMMENDATIONS FOR FUTURE RESEARCH

This research is confined to the study of social media influence on college students in Tamil Nadu, mainly focusing on Facebook, YouTube, Twitter et al. Its finding is that social media have become an unavoidable feature of the media students' education. Yet more discoveries are needed. This research may be a guide to future researchers who may face the daunting task of covering more possible social media channels. The present generation is witnessing the growth of channels such as Facebook, Twitter, YouTube and is accustomed to Web 2.0.

But in future, say, after a decade, the social media may touch unimaginable heights and present things undreamt of and unlike before. Then the issues-health, problems, challenges and opportunities may become quite different, demanding more elaborate research and examination on the part of social science scholars. Artificial intelligence is a field which is right now a dark horse; it has enormous potential of stimulating and firing human imagination. Knowledge may then be redefined; education may take on weird contours and studies may travel in entirely different directions.

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