



The International Conference on Communication and Media 2014 (i-COME'14), 18-20 October 2014, Langkawi, MALAYSIA

Infusing Social Media in Teaching and Learning (TnL) at Tertiary Institutions: A Case of Effective Communication in Universiti Sains Islam Malaysia (USIM)

Najwa Hayaati Mohd Alwi^{a*}, Normazla Ahmad Mahir^b, Shaharudin Ismail^a

^a*Faculty of Science and Technology, Universiti Sains Islam Malaysia, Nilai, Negeri Sembilan, Malaysia*

^b*Faculty of Major Languages Study, Universiti Sains Islam Malaysia, Nilai, Negeri Sembilan, Malaysia*

Abstract

In Teaching and Learning (TnL) process, the success of disseminating fast information to the students seem to be hampered by the infrequent use of its e-learning system. Students are more likely to engage and communicate through social media. This paper aims to investigate the frequency of social media use among undergraduates in USIM and analyze their perception on the effect of social media towards effective communication in TnL. Data were collected using survey. From the students' perspectives, this paper intends to highlight the findings on benefits of infusing the social media in ensuring effective communication among lecturers-students-lecturers and students-peers.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Peer-review under responsibility of School of Multimedia Technology & Communication, Universiti Utara Malaysia.

Keywords: Social media; effective communication; tertiary institution; teaching and learning; e-learning

1. Introduction

Internet technology has allowed users to connect and socialize through digital social media, which can be accessed anytime, anywhere. Digital social media applications have revolutionized the way we communicate. People of all ages, from varied locations are constantly hooked to their personal smart phones, laptops or tablets

* Corresponding author. Tel: +0-006 798-6423; Fax: +0-006 798-7010
E-mail address: najwa@usim.edu.my

updating and responding to incoming ‘Tweets’, Facebook News Feed, WhatsApp Chat, and endless threads.

In other words, these communications via cyberspace have prominently taken over the ‘old ways’ of communication between sender and his/her targeted recipients; using phone calls, SMS, snail mails and e-mails, including the virtual notice boards (e-learning system). Relatively, as compiled by Mohamed Amin Embi (2013), Universiti Sains Islam Malaysia (USIM) is equipped with its own Open Educational Resources (OER) or e-learning system known as GOALS (Global Open Access Learning System). With its inception in 2011, USIM GOALS has since undergone periodic upgrading process. From uploading Course Outlines, posting notices, setting up Online Quizzes to initiating Online Forum, USIM lecturers have utilized GOALS in their teaching and learning (TnL) activities. But when it comes to the collection and dissemination of information between two affected parties (lecturer-students), the slight drawback would be in the students’ infrequent checking of their GOALS account which further resulting in communication breakdown.

Could it be that these Generation Y students are prone to updating their status and communicating with one another via the social media than relying to the ‘old ways’ as “to them, technology is their natural ally, a necessity rather than a luxury, the solution to all imaginable problems”? (Barna, 1995, p. 46). Therefore this study is conducted with the aim to investigate the communications among teachers/lecturers and students. The objectives are to identify the use of social media among undergraduates in USIM and to identify their perception on the effect of social media towards the effectiveness of the communication in TnL processes.

2. Literature review

2.1. *Effective communication*

Usually students are being blamed for not accepting or responding to a message delivered by the lecturer, however it is frequently that the failure in the sender’s encoding process or the inept choice of channels resulting in a poor communication. In the context of this paper, the channels or medium of communication is discussed.

Heinze and Procter (2005) highlighted three challenges with respect to online communication in a blended learning: i) too much communication, ii) off topic communication and iii) zero communication. However, as argued by Ocak (2011), lecturers faced difficulties to engage students in asynchronous discussions in blended learning approach. Donnelly (2010) suggested the availability of appropriate communication tools or medium to implement a successful Teaching and Learning in a blended approach classroom. Communication medium were critical factors associated with student perceptions of collaborative learning, social presence, and satisfaction (So and Brush 2008). Ocak (2011) found that lack of effective communication is one of the reasons why lecturers and students did not use e-learning.

Several academicians worldwide have infused the use of popular technology (social media) in their classrooms for getting regular feedback (from students) as well as giving instructions to them. In his online article, Sabo (2014) gives credible examples on how professors and teachers in colleges and high schools resort to using the mainstream social media such as personal blogs, social network sites (SNS) like Facebook, Twitter or Tumblr as a communication platform. As suggested by Pinzaru and Mitan (2013, p. 225), SNS like Facebook could serve as an ‘information-delivery tool’ and an ‘interface’, or connecting device to advocate interaction between the teacher and the students.

According to Sabo (2014), both social media and online communication have facilitated both Professor Draxler and Peter Callas in Illinois and Oregon respectively in their task of monitoring students’ progress inside and outside the classroom. Interestingly, another teacher from Freedom High School in Tampa, Brandon Haas has relied on a web-based application called I Witness to impart essential information to his students (Sabo, 2014). The programme is equipped with similar social media style message board (e.g. Facebook Status) that allows teacher to make announcement on any changes of class time or assignment deadlines. The added feature would be in its “secure, controlled communications forum” accessible only by specific teacher and his/her allocated students (Sabo, 2014).

Being digital natives, these students and their IT-savvy lecturers, constantly hail to this new medium of communication (social media) where they can get immediate feedback and acute response on anything (academic and personal). Nevertheless, at the same time, they are always in fear of their privacy being compromised. With this (privacy) is mind, application software like Office 365 has gone to the extent of introducing a private social network

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات