

Students' perception of use of social media as interactive resources for teaching and evaluation in University of Maiduguri, Nigeria

Rufina S. Hamafyelto (Mrs)

Department of Vocational Education, Faculty Education, University of Maiduguri

DOI: 10.29322/IJSRP.9.06.2019.p9009

<http://dx.doi.org/10.29322/IJSRP.9.06.2019.p9009>

Abstract- This study investigated students' perception towards the use of social media tools as interactive resources for teaching and evaluation in the University of Maiduguri. A survey of 2,466 undergraduate students was carried out in two semesters. The students were the 200 level of a 4/5 -year degree programme in 2017/2018 session offering Educational psychology in the Faculty of Education. The aim was to determine the students' perception on the use of social media tools for interaction in their educational pursuits for teaching and evaluation. 11 Social media tools were identified by the students. Students have used a variety of social media tools to submit assignments, write projects and share educational materials with lecturers and co-students. The most preferred social media tools identified by students are Facebook, Whatsapp, Google Plus, Instagram, and YouTube. Majority of the students spend 1-5 hours engaging in social media activities per day. Female students spent more time in social media than their male counterparts. Due to the inaccessibility of Wi-Fi, students spend huge amount of money buying data from different network providers. The study recommended that the University should provide the cloud for easy access to networks. Interactive boards provided by the University could not be used due to lack of Wi-Fi facility. There should be more training and retraining of staff to engage students in social media to facilitate e-learning that is the global best practice.

Index Terms- social media, interactive resources, teaching, evaluation

I. INTRODUCTION

There has been increase in the use of different types of social media in personal life, school, institutions and government. For instance, twitter, blogs, social network sites, wikis, online forums and many others. For example the use of media as YouTube, Facebook, Instagram, WhatsApp, etc has increasing occupied the centre stage in communication, teaching and evaluation in the drive for new pedagogy.

Globally, the growth in the use of media in teaching and learning has become more relevant and acceptable. In an earlier study carried out by Hussain (2012) among University students, it was found that 90% of were inclined to using Facebook. The further revealed that students used social media for exchanging

academic activities, developing social networks, sharing learning experiences with colleagues and international community. In a similar study by Bexheti, Ismalli, Cico, (2014), attempt was made to differentiate between two kinds of use of social media: for example, for personal use only with no connection to teaching responsibilities. And the use in teaching and learning. The results of the study showed that there was no significant difference in the in the experience, and age of teachers when it comes to the use of social media. A study on Saudi Middle school teachers and students use of social media, smart phones were found to be the best device used by both teachers and students. The study reported that both teachers and students were willing to use social medial in education as they all believe that it will enhance their educational experience although the practice was significantly low then (Abdulkareem, 2015).

II. TYPES OF SOCIAL MEDIA TOOLS FOR TEACHING AND LEARNING

Most scholars have studied the impact of social media tools on learning and predicted that they have revolutionized education while others viewed them as potential minefields (Dijck & Poell, 2018). It imperative to note that social media contributes to learning but that there are some disadvantages which users need to be aware of. This might not be different from what Dijck and Poell (2018) said about minefields in social media and education. There are several social media tools that can be used in teaching and learning but the question remains whether teachers and students know about them and their viability for educational experiences. For example;

1. Voice thread- this media allows teachers and students upload and share images, videos and document and then have an online conversation about each other's post through videos, audio (Meyer, 2015).
2. Diigo- according to Meyer (2015), this tool allows users bookmark Web pages from a browser or computer and it saves them to their Diigo account in the cloud. It helps people to annotate and highlight Web pages to assist with research.
3. Scoop.it – is indeed an online content curation and publishing tool that let users search for Web resources related to topics of interest, post them on their personal

Scoop.it page along with notes and then publish their scooped content to a blog or other online media.

4. Instagram- this is an online social network for sharing photos and videos. It can be used in classroom situation, teaching practice classrooms, practical classes etc.
5. Pinterest – is a social bookmarking tool for online images
6. Feedly – is an online feed aggregator for blogs and other sites that use RSS or Atom Syndication. Feedly users can subscribe to feeds and then receive updates to those blogs and sites

Source: www.pustechology.com (Meyer, 2015).

III. SOCIAL NETWORKING TOOLS

Social networking tools can be powerful ways for students to learn, engage, and network if they can be shown how these can be integrated into their classes (<https://www.uky.edu>). It is important that to outline the ethos for social media tools in the classroom and for the purpose of class evaluation and assignments. The following are social networking tools that schools can use:

1. Sharing – essentially, social networking tools are good for sharing resources. Depending on which platform you choose to use, sharing can take place very publicly, e.g. the use of twitter and Pinterest handles, WhatsApp, Diigo and Google + groups. In the same way, apps like Evernote provide the opportunity for students to work together on a collection of resources.
2. Collaboration – according to this source <https://www.uky.edu>, sharing can lead directly into collaboration, where students can use tools like Google Docs, Evernote and Wordpress to collaboratively work together. Files can be shared, edited synchronously and asynchronously, and students' contributions can often be tracked.
3. Exchange- accordingly, one of the strength of social networking tools is that they are designed largely for discussions and as such an exchange of ideas. In some cases, these might have been reduced to 'likes', little 'hearts'. The ability to embrace the potential of social networking tools teachers and students can receive feedback and ideas from much larger audience.
4. Creativity- students often come up with creative ways themselves to use and engage with their preferred social networking tools. In this regard, assignments no longer need to be solo-authored, static, paper-based affairs but instead include a wider range of resources, sources and students outputs <https://www.uky.edu/celt/instructional-resources>

Social media are sometimes accessible by different means including and not limited to *wireless fidelity* or what is simply known as Wi-Fi (Gookin, 2019). In any case, to surf the internet, one has to be in possession of a computer with an internet browser as well as an active internet connection (<https://www.computerhope.com>). Students face issues with Wi-Fi connection (Burgess, 2018). The modern classroom is an interactive space to foster collaborative learning, digital problem-solving and increase student engagement

(<https://resourced.prometheanworld.com>). But what students face in most Universities in Nigeria is rather pathetic and contrary to global best practice. Most campuses in Nigerian Universities do not operate internet services. This is the reason most Universities cannot foster collaborative learning or increase student engagement.

IV. STUDENTS' PERCEPTION ON LEARNING WITH SOCIAL MEDIA

It is impotent that students' perception remain critical as education is turning towards making teaching and learning student-centred as against the traditional teacher-centred approach. According to Neier and Zayer (2015), recent studies has discussed the opportunities associated with the use of social media tools in the classroom, but has not examined the perceptions students themselves hold about its usefulness in enhancing their learning. Assessing students' perception learning through social media, Jamari, Mohammed, Zaid and Abdulla (2017) found that the most popular social media used by students in Malaysia Peninsular included Facebook, Whatsapp and Instagram.

Students' perception was found favourable towards social media networking in Bangladesh. Shohrwardhy and Hassan (2014) concluded that discussed their survey findings which explained that while They further opined that s In Hurt's study, Finally Hurt et al (2012) recommended this social networking tool it intellectual discourse.

V. TEACHING AND EVALUATION WITH SOCIAL MEDIA

Teacher who knows how to use social media is a boon to the modern classroom (www.wabisalrsming.com). The blog further explained that having social skills can strengthen teacher-student connection. However, it can be a challenge to incorporate social media into lessons because there are many landmines for teachers to navigate for example, setting guideline, accessibility at school and student safety. Guides to using social media by teachers include the use of Edudemic i.e.

- ✓ Dipping into social media in the classroom- via Edsurge
- ✓ Guide to using Twitter in your teaching practice- via KQED
- ✓ Twitter for teachers- via Scholastic Instructor
- ✓ One-stop-you- need-to-know guide to twitter- via Davis Truss' blog
- ✓ 50 ways to use twitter in the classroom- TeachHUB

Source: www.edutopia.org

Anecdotal literature on social media have revealed that that assessment for learning have suffered so many setbacks due to theoretical underpinnings. For example, a number of teachers made test in classrooms substantially lacked reliability and validity. It means the tests and examinations are meant just for students promotion and graduation (Taras, 2010, Stobart, 2008, & Black et al, 2003). UTLC, (2016) gave a generic categorization of assessment to include written examination, written submission, portfolio, project output, Oral assessment, group written submission, group presentation and practical

assessment. These generic categorization of assessment has been shown to be limited to two main assessments; formative and summative assessment (William, 2000). It is imperative to note that assessors sometimes relegate the functions of these assessments for social or political reasons (Taras, 2005). For instance, Salikin and Tahir (2017) investigated social media-based approach in writing among University students in Indonesia, the results showed that the use of social media did not significantly improve students' writing skills and that there were specific factors that hindered students' achievement from developing writing skills. This finding perhaps explains the shortage of the right applications and programmes for writing different categories of tests or examinations.

VI. METHODOLOGY

The survey consisted of 2,466 questionnaire forms administered during lectures to 2,466 students that were at 200 level of their study in the University. The age mean = 23. 67 and standard deviation of 3.97 shows the students are younger and within the active years for the social media tools usage. There were 1,731 male students representing 70.2%) while the female students were 735 representing (29.8%).The students for this present study included Faculty of Education and students from department of nursing studies of college of Medicine. The

students are required to credit the course, EDU 202: Educational psychology 2 units. The instrument for data collection included a 48-item question. The reliability index of the questionnaire was $r = .84$ which was good to be used for data collection. Information on questionnaire included personal information of respondents, types of social media tools used personally and by institution for teaching and evaluation. Teachers involvement in the use of social media tools for teaching and evaluation.

VII. RESULTS AND DATA PRESENTATION

Data for this study was presented as follows:
 Students' demography information

Sex	Number	Mean	Standard dev.
Male	1731	23.67	3.97
Female	735	23.64	3.76

Result showed that there were 1731 male students with age mean of 23.67 and standard deviation of 3.97. while the female students were 735 with the mean ages of 23.64 and standard deviation of 3.76.

Distribution of types of social media tools used by students

Types of social media	Male (%)	Female (%)
Facebook	1703 (73.%)	627 (26.9%)
Whatsapp	1731 (100%)	735 (100%)1
Twitter	109 (41.8%)	152 (58.2%)
Instagram	188 (53.6%)	162 (46.4%)
Pinterest	0 (0%)	0 (%)
LinkedIn	18 (27.3%)	48 (72.7%)
Snapchat	135 (39.5%)	207 (60.5%)
YouTube	1711 (98.84%)	732 (99.59%)
WordPress	0 (0%)	0 (0%)
Uber	412 (23.80%)	238 (32.38%)
Google Plus	1731 (70.2%)	735(29.8%)

Hours per day used on social media by students

Hours per day	Male	Female
1-5 hours	1197 (69.2%)	703 (95.6%)
6-10 hours	534 (72.65%)	32 (4.35%)
11- 15 hour	0	0
16-20 hours	0	0
20 hours and above	0	0

The most preferred social media tool used by students

Most Preferred tools	Male (%)	Female (%)
Facebook)	1703 (69.1%)	712 (28.9%)
Whatsapp	1709 (69.3%)	733 (29.7%)
YouTube	1711 (69.4%)	731 (29.6%)
Google Plus	1700 (68.9%)	733 (29.7%)
Instagram	1613 (65.4%)	729 (29.6%)

The most preferred social media tool used by students were five. Student agreed that these can used for teaching as well as sharing of educational information, and evaluation. Considering the percentage of male and female in this study, it appears the female students preferred the use of all the social media more the male students.

VIII. DISCUSSION OF FINDINGS

This study was designed with the view to assess the perception of students towards the use of social media tools for learning and assessments in the University. The study was carried out on 2,466 students offering Educational Psychology in Faculty of Education, University of Maiduguri. Male students were 1,731 and the female 735. Of these numbers 703 (73%) male students and 627 (26.9%) female students had android phones, iPad or tablets. The rest who appeared not to have android phones said they use friends or siblings devices and computer centres or personal computers to carry out social media functions. While some of the students were not on some social media, however, 100% of them used the Whatsapp. The next highest social media being used by the students included the YouTube and Facebook. They use YouTube for specific and similar topics being taught online by experts other than their lecturers. By this, the generic categorisation used by UTLC, (2016) for assessment that is, written examination, written submission, portfolio, project output, Oral assessment, group written submission, group presentation and practical assessment could be deployed using these social media students are already familiar with. The University has for a long time engaged students in computer-base testing (CBT) for semester examinations. Most of the students gained entry into the University through the Joint Admission Matriculation Board (JAMB) which is the examination body for University admissions (JAMB, 2019). Snapchats are additional social media used by students though at personal level. The use of WordPress, Pinterest, LinkedIn was very insignificant owing to the fact that students are not familiar with their uses. Of the eleven social media tools listed in this study, students were most

acquainted and preferred just five namely; Facebook, Whatsapp, YouTube, Google Plus and Instagram.

These are very important tools that can be put into use by lecturers for teaching and evaluation, especially the Google Plus, YouTube and other social media mentioned earlier in the study. This has been collaborated by Davis (2015) who opined that though it can be daunting if not properly managed to yield the desired results because according to Davis, there are many grey areas for teachers to navigate for example, setting guideline, accessibility at school and student safety. The use of Google Plus by students to carry out assignments and research work for their projects is evident by the amount they often spend to purchase data due to lack of Wi-Fi service on campus. Students lamented huge sums of money they spend to purchase data for browsing to do academic work. In situation like this, it is imperative to select few social media tools. This might be the reason why students have no wider knowledge of other social media tools.

Preliminary investigation done by the researcher in the University revealed that Interactive White Boards were installed in some lecture halls with public address systems but are seldom used by lecturers. Apparently, the resources have not been used due to lack of WIFI on the campus. Worse still, in most times due to lack of electricity or inadequate knowledge of the use.

Data in the study showed that while 95.6% of the female students engaged in social media between 1-5 hours per day, just 69.2% of the male students do similar thing. This shows that the females were more engrossed in the use of social media than the males. In this case, depending on the usage, if the University could design suitable platforms for student-lecturer interaction, the female students would derive greater benefits as well. This reflects the views of Emmanuel (2016) that, understanding the evolutionary pattern is the key that unlocks which social media platforms college will continue to use most.

IX. CONCLUSION/RECOMMENDATION

On the basis of the findings in this study and the limitations thereof, it was concluded had positive perception towards social media tools for teaching and evaluation. They are eager to use the different types of social media to learn and do all forms of assessment in the University. The study recommends therefore that the University should take steps to introduce e-learning platforms that would facilitate teaching and evaluation. It is not enough to conduct Computer Base Testing but do not use the tools for teaching.

REFERENCES

- [1] Black, P., Harrion, C., Lee, B. M. & Williams, D. (2003). Assessment for learning: putting it into practice. Maidenhead: Open University Press
- [2] Bexheti, A. L., Cico, B., & Ismaili, (2014). An analysis of social media usage in teaching and learning: the case of SEEU. <https://www.researchgate.net/publication/316911404> Davis, M. M. (2015).
- [3] Dijck, V. J. & Poell, T. (2018). Social media platforms and education. In the SAGE Handbook of Social media. London; Sage, pp. 579-591
- [4] Hussain, I. (2012). A study to evaluate the social media trends among university students. Procedia- social and behavioural sciences. 64: 639-645
- [5] Neier, S., & Zayer, T, L. (2015). Students perceptions and experiences of social media in Higher education. Journal of Marketing Education 37, (3), 133-143

- [6] Salikin, H. & Tahir, S. Z. B. (2017). The social media based approach in teaching writing at Jember university, Indonesia. *International Journal of English Linguistics*, 7 (3), 46-57
- [7] Shohrwardhy, S. H., & Hassan, K, M. H. (2014). Students' perception of social networking for academic purposes in Bangladesh. *Management and marketing. Challenges for the knowledge society*. 9 (4), 459-470
- [8] Stobart, G. (2008). Testing time: the issues and abuses of assessment.
- [9] Taras, M. (2010). Assessment for learning: assessing the theory and evidence. *Procedia-social and behaviour sciences* 2 (2), 3015-3022
- [10] Taras, M. (2005). Assessment-Formative and Summative. Some theoretical reflections. *British Journal of Educational studies* 53 (4), 466-478
- [11] www.jamb.org.ng 2019
- [12] www.wabisasalrsrning.com
- [13] <https://www.hud.ac.uk>
- [14] <https://www.computerhope.com>
- [15] <https://resourced.prometheanworld.com>
- [16] <https://www.pustechology.com> (Meyer, 2015).

AUTHORS

First Author – Rufina S. Hamafyelto (Mrs), Department of Vocational Education, Faculty Education, University of Maiduguri