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Role of Social Media on Education

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Guest Editor:

Dr Mrinal Mukherjee

Editor:

Dr Mrityunjoy Kaibarta

Editorial Advisors:

Prof S P Malhotra

Prof Marmar Mukhopadhyay

Editorial

The present issue of the E-Magazine of ETMA is dedicated to 'Role of Social Media on Education'. When we are preparing for Education 4.0, the Digital Natives and Digital Immigrants are sailing in the same boat of 'Social Media. Social Media has occupied a strong niche in between people's lives. Social learning is the best practice of learning where learners engage in self-regulated active learning. Social media can probably break many boundaries, overcome many hurdles, and create incredible opportunities for active learning. Social media's collaborative and interactive environment can promote and accelerate the creativity, critical thinking, and skill of communication if experiences are organised in an effectively designed manner. Here lies the significance of learner empowerment and teacher empowerment.

The compulsive institutional closure caused by the COVID-19 pandemic has created new challenges for individuals and communities. It's a fact that among many natural solutions, the use of social media has been found one of the very instrumental, which has been used innovatively to continue the teaching-learning along with other resources and mediums by both teachers and learners. Social media is not merely providing flipped classroom practices by creating rooms and video chat; instead, it amplifies the opportunities of the degree of interaction and collaboration that promotes cognitive scaffolding. By default of its nature, social media can empower all stakeholders in education, including students, teachers, and parents, which leads to building a community aligned with the purpose of education. It's high time to consider and make decisions on exploring social media's potential as a tool for learning. More clearly speaking, teachers at all levels need to engage their creative spirit to explore the benefits of this tool in their curriculum and provide a more meaningful learning experience to the students.

The present issue accommodated six articles. Mr Prakash Deo, Ex. Head, Educational Technology, M.P. SCERT, Bhopal, introduces

the potential of social media as a tool from different dimensions. He also clarifies the strategic use and management of such a platform in education with a futuristic view. Ms. Heena Pahuja of HDFC School Gurugram highlighted the specific role of different social media platforms in teaching-learning. In her contribution, Dr Sheela Rajeswari, Former Project Associate, ETMA, focused on some contemporary challenges in education that could be managed by appropriate strategic use of a platform like social media, particularly making education more inclusive.

While Ms. Pooja Rai, Coordinator, HDFC School, Pune, brought her recent experience of enhanced use of social media in education in the context of compulsive school closure. And finally, Dr TriptiBej, a Post Graduate Teacher, illustrated how innovatively she had used social media platforms to ensure student engagement in teaching mathematics for upper primary students in rural Bengal.

We hope this issue will be beneficial for all concerned with education.

Social Media – Towards New Communities in Education

Prakash Deo

Ex. Head, Educational Technology, MP SCERT, Bhopal, Madhya Pradesh

1. Introduction

Today, social media has become a very respected and valuable tool in the field of education. Earlier considered a symbol of social and physical isolation, a bad habit and wasting of time, the Covid pandemic proved it the contrary and realised its importance in the education sector. Conventionally speaking, social media are a medium of communication that enables to communicate us through numerous online apps and platforms while keeping a social, physical distance. If used in the education sector, they can provide an effective platform for communication between teachers-students, teacher-teachers and students-students.

2. Potentials of Social Media

As of date, the most popular social media apps such as - WhatsApp, YouTube, Facebook, Telegram, Instagram, Twitter were never designed with education in mind; however, they had the potential to evolve and impact education in a meaningful manner. The popularity of these platforms in the education sector is not sudden. When the schools shut down abruptly, teachers suddenly realised that they needed to communicate with their students immediately. They turned to social media apps, mainly because they were easily accessible and used by students, teachers and parents alike.

Social Media have not become famous only because of the need during Covid. They certainly have some potentials, which have made them popular in society. These potentials are primarily technical and are highly related to their exciting and simple communication features.

2.1 Technical Potentials

The technical features available in these platforms vary from platform to platform and their free and paid versions. However, the following are some of the most common potentials of social media.

- Social media can connect students and teachers remotely on a 24X7, anytime, anywhere basis.
- Also, work on [1]JioPhone, and JioPhone 2 are very popular in rural areas.
- They are primarily free and user-friendly.
- It can be used on a mobile phone, laptop and desktop P.C.s
- It can also be used on a Wi-Fi network without a data plan.
- Have provisions of video conferencing, video calls and live streaming.
- There is no need for any code or invite or password for students. Hence, easy for young students.
- Students who can't type can send voice messages to their teachers.

2.2 Communication Potentials

The communication potentials and ease of sending and receiving digital messages make these platforms ideal and popular. The following are some of the possibilities which are related to their communication features.

- Education is the sharing of information, experiences, and knowledge, and social media can do this with an added entertainment element.
- Social Media Compensates for isolation and un-socialisation generated due to online learning.

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[1]A cheap mobile phone has social media apps. Developed by Reliance Industries Limited, India

- Social Media can spread information quickly and efficiently.
- It can be used in both synchronous and asynchronous environments.
- Social Media provides an alternative to face-to-face communication.
- Can convey those messages, which the students hesitate to share in a face-to-face mode.
- Creates an invisible social, political, religious hobby lobby with similar ideologies.

3. Exploring the use of Social Media in Education

Today a variety of social media platforms exist in the cyber world. Social media apps and platforms such as - WhatsApp, YouTube, Facebook, Wikipedia, Telegram, Quora, Instagram, Twitter have different policies, features, target groups and are oriented for various uses. These areas include social, political, campaigning, business, putting ideologies across, shared data-based advertisement and marketing.

[2]Kaplan and Haenlein (2010) have classified social media into six categories. They are – i) collaborative projects, ii) blogs and microblogs, iii) content communities, iv) social networking sites, v) virtual game worlds, and vi) virtual social worlds. These categories are based on the level of social presence, media richness, self-presentation and self-disclosure scale. In this classification, the education community needs to focus on collaborative projects, content communities, and social networking sites in the author's view. We also need to identify and use social media that are high in terms of social presence, media richness, moderate self-presentation, and low in terms of self-disclosure. Based on the needs of students, teachers and the school, their use can be classified as social media for learning, teaching and school management.

3.1 Social Media and Learning

The [3]NEP-2020 has recommended the use of collaborative, cooperative and project-based learning. Social media can create a network of students, teachers, parents, and school management in this perspective. It can also be considered as the first step in m-learning, which is the future of education. Social media can very effectively be used for conducting the following activities.

- Social media is a potent & effective tool for collaborative, cooperative learning. It can be used for sharing group chats, group projects and constituting study groups.
- Students and teachers can share study material PPTs, Videos, URL links, .pdf files, photos and text with peers.
- A digital bulletin board on any platform can connect students and teachers to ask, answer, post and share ideas, discuss various topics and thus update their knowledge.
- Learning basic I.T. and A.V. skills and enrich them
- Development of 2Cs of the 21st Century 4Cs and I.T. skills (Communicating and Collaborating)
- Development of communication skills – specially encoding skills (Speaking and Writing)
- Learning and following netiquette and etiquette such as – thanking, reacting, apologising, appreciating, critical thinking, creative writing, organising ideas in short, creating short words etc.
- Familiarity with new online work culture (Work from home)
- Enhancing creativity, imagination and boosting up the confidence of students in communication.

3.2 Social Media in Teaching

Social media is a great friend of teachers. It has the potential to minimise teacher's physical work and bring quality to the teaching-learning process. Some of the uses may be -

- Sharing of - study material, PPTs, Videos, URL links, .pdf files, photos and text with students
- The camera feature of a mobile app can be used as proof of - activity-based assignments, achievements, homework and doing physical exercises.
- Organising and streaming live sessions (Facebook, YouTube etc.)
- Language teaching - phonetics through sharing audio files
- Teachers and students can use the LinkedIn platform for creating digital portfolios of age-appropriate students and showcase their skills and works.

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[2]Haenlein Michael and Kaplan Andreas M., 'Users of the world, unite! The challenges and opportunities of Social Media' Business Horizons, Vol. 53 Issue 1, Jan.-Feb. 2010, Pages 59-68

[3]National Education Policy 2020, Ministry of Education, Govt. of India

- Learner assessment - assignments, checking and marking homework remotely.
- Teachers can constitute "Subject Teacher Forums" and "Professional Learning Communities" on 'Clubhouse'for discussion.
- Teacher's BLOGS and Twitter for students to get inputs and references on the subject
- Audio-video recording and video call features give a chance to record audio and voice of hearing and speech [4]for *Divyang* students.

3.3 School Management

The school management may use the social media message apps for the following activities.

- Sending auto-generated templated messages on - announcements, updates, reminders, notifications, fees, transport, discipline issues, roll numbers, admit cards, timetable, results, report cards etc., for the stakeholders such as - students, teachers, parents, SMC members etc.
- Help students and teachers analyse opinions on various issues, get polls etc.
- Higher authorities can Message teachers on various issues, decisions and issuing orders.
- Management can organise virtual meetings with teachers, parents and SMCs.

4. Challenges for use in The Education Sector

Almost all social media is attractive and liked as it has a range of potentials already described earlier. However, it also has a series of challenges for being used in the education sector, specifically in the school education sector. Some of the challenges are -

- Students below a fixed age (12-13 years) cannot create their account on these platforms because advertised products are based on shared data and are a compulsion. Sometimes, these platforms also provide or allow services that may not be appropriate for young children.
- Students without a social media account may feel isolated and may feel pressurised to create it. Such students may fall behind or become slow in the class. Schools need to ask parents to create a parental account for their children under their name in such cases.

- Data shared on social media accounts may be shared with anyone unless special efforts are made for its security.
- Possible dissemination of fake data, news, photos, myths, and pessimist information circulated may be harmful to students.
- In excessive use, students may get lost in the virtual world and may create unsocial issues.
- Students may be addicted to violent video games and may create crime.

5. Strategy for the use of Social Media in Education

In the author's view, the following actions need to be taken to ensure effective, logical and fruitful use of social media in the education sector.

- A range of popular social media apps and platforms like -Facebook, YouTube, WhatsApp, Instagram, Quora, Twitter, LinkedIn, Telegram etc., are available. However, these platforms were never designed or targeted towards the education sector. Over time they were modified to be also used for education. In this perspective, such platforms need to be analysed for their educational structure and use.
- Platforms such as Authorstream, Camp, DIKSHA, Guruशाला, Pedagogue, Pearltrees, Slideshare, Scoop.it, TeacherTube, Wikispaces, and others have especially been designed for the education sector. Through these, teachers can share advice, strategies, use resources, and work together to improve their teaching skills and the academic performance of their students. In this perspective, as per resources available, the schools may give priority to use them.
- The State or the school needs to develop a policy on the use of social platforms in education. The schools and teachers must follow the procedure before they start using any social media for online education.
- Suppose the teacher or the institution wants to use a range of social media platforms. In that case, they need to examine their existing legal, ethical, privacy, and data protection frameworks and then only decide.
- The school should inform parents about the social platform proposed to be used by them, their children's information they will be sharing on the

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[4]A specially-abled student (Formerly Children with Special Needs- CWSN)

platform and the purpose of that disclosure. They should also get the written consent of parents for this in a prescribed format.

- The schools should not be allowed to disclose personal and identifiable information of their students from their records without obtaining written parental consent for being used in the cyber world.

- The schools should also consider the equity concerns in the use of social media. Students should not feel isolated for having any social media account or limited or no access to digital devices.

6. The Future

Social media platforms provide an alternative to face-to-face discussions supporting students. There is a strong need to use this creative media in the education sector in a thoughtful way. This media can potentially change conventional educational methods and provide a platform for students to communicate and collaborate with different people globally directly. These silent but powerful social media platforms can revolutionise the teaching-learning scenario of the education sector.

There is a need to learn from each other. Platforms need to be developed through which the schools can tie up with each other as 'e-twining' institutions and communicate, collaborate and create inter or cross-school collaborative projects and share innovations with each other and the global community. Various models for e-twinning can be developed.

The NEP-2020 envisions using a range of hand-held devices to be used in the education sector. Similarly, at present, A.I. based Chatbot technology is limited to provide commercial services to their clients. In future, there is a need to use such A.I. based Chatbot facility for parents and students on various school subjects and providing learning services. Besides, many platforms are already introducing '3D' and 'Avatars' on social media. The 'National Educational Technology Forum to be constituted by the Ministry of Education can conduct studies on such usage. The future of social media in education seems to be extremely bright.

Role of Social Media on Education

Sheela Rajeswari

Assistant Professor of Education, Lady Irwin College, Former Project Associate, ETMA

Social Media plays a crucial role in today's education system. The emerging role of social media has become popular in the last few years. Nowadays, educational organisations are using social media for the dissemination of knowledge. The New education policy is also focusing on digital literacy. Social media has paved the way for achieving digital literacy among young people. It provides a more inclusive environment for the learners. India is a diverse country embedded with cultural, social, economic and geographical diversity. Addressing diversity at times becomes challenging in the education system. Learners living in rugged terrains such as remote or hilly areas are sometimes not able to access schools and colleges. Due to poor economic background, access to suitable learning materials becomes challenging for students. Interaction and collaboration among different stakeholders are not possible every time due to the scarcity of time and distance. Social media can address all the challenges mentioned above. Social media can offer interaction, collaboration, and self-paced learning, thus providing an inclusive learning environment to students. Networking and sharing ideas allow various academic innovations and, consequently, encourages students in self-motivated learning. Social media integration in education helps to develop socialising skills, especially among children with diverse needs.

Following are some of the challenges in education that we can address with the help of social media:-

Students with special needs:

Students with special needs have lots of challenges in education. Their needs may be ranged from learning disabilities to intellectual disabilities. Social Media provides opportunities to these students to collaborate and to encourage self-paced learning. It also allows special educators to explore various new strategies and educational plans for children with special needs. Collaboration, instant feedback, and self-paced learning help in the development of self-confidence among students.

Gender Equality:

Gender inequality is unfortunate for the education system. In India, girls, especially in rural areas, are more vulnerable to dropping out of school. More involvement in household activities and societal responsibilities, such as marriage, is responsible for their halt in education. Social media is a boon to overcome gender inequality. Various job opportunities are open to women where they can earn money through social media. According to a report of OECD development centre in 2015, "Social media has proved to be a powerful vehicle for bringing women's rights issues to the attention of a wider public, galvanising action on the streets of cities around the world and encouraging policymakers to step up commitments to gender equality". In recent years, social media has obliged people worldwide to break gender stereotypes and bring women rights in front of common people and policymakers.

Socio-Economic Background:

Diversity among this group range from poor economic backgrounds to caste discrimination. Many children in our country do not get an education due to various caste-related issues and economic backgrounds. A vast gap due to this reason has been bridged through social media.

There are plethoras of open educational resources through which children can get and share information at a meagre cost. Children get opportunities to share their talent irrespective of their caste and economic background. Thus social media is directing us towards a more inclusive society.

Geographical Diversity:

One of the significant hurdles in getting the education to the children is the physical and geographical barrier. Children living in remote villages sometimes lack education due to poor roads and rugged terrains. Floods in rivers sometimes destroy roads in the rainy season. In some areas, children have to cross extensive forests to reach schools. Social media has now reached the children in these challenging circumstances. Children can access information from anywhere and can sync their knowledge with the rest of the world.

Conclusion:

Inclusive education can be achieved only when every child gets access to knowledge and information. In a country like India, where diversity is embedded everywhere, getting an education becomes unapproachable for some children. According to a survey by the National Statistical Office (NSO) of the government of India, one out of every eight students enrolled in a school or college tends to drop out midway without completing education, and over 62% of all dropouts happen at the school level. Therefore, social media provides a good platform for each child in India to access education. However, judicial use of social media is essential for preventing cybercrimes and ensuring children's security.

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https://thefederal.com/news/over-62-of-dropouts-in-education

Role of Social Media in Education

Pooja Rai

Coordinator, HDFC School, Pune

According to the Dictionary definition, "Social Media are websites and applications that enable users to create and share content or to participate in social networking."

Social media has become an integral part of our lives but is always seen through an evil lens, especially if you have watched the Netflix documentary "Social Dilemma". Quoting a chilling statement from the same "If you are not paying for the product, then you are the product." This makes us believe that social media is evil and harms the whole human race, especially gen Z.

Social media is not limited to entertaining ourselves and connecting with friends and family anymore in today's time. It has also gained credibility over the years as a tool to enlighten us with knowledge on various issues happening around the world. Social media is a great platform where people can interact with each other and exchange ideas.

The pandemic brought a paradigm shift in the education sector, which was not deliberate but instant, born from the very need of the hour. During the pandemic when educational organisations were shut, social media was used to teach and train teachers and face the bitter reality of keeping technology away from education. Training and webinars were quickly moved to Facebook and Youtube. No one explored this option earlier until this was the only solution to reach out to the educators to train them for an unprecedented situation. Schools that could not afford the LMS platform used Whatsapp to reach out to their students. Students and teachers benefitted enormously from online tutorials available on YouTube, online courses delivered by universities abroad through Skype and other social networks. Esteemed national level board of Education in India also realised the significance of social media and started promoting self-paced training modules for the educators on platforms like Youtube. This indeed has given the flexibility to all the educators to attend the training according to their availability.

Social media has helped us learn and enhance our knowledge by following experts in different fields and subjects, broadening our perspective. I follow Mike Tholfson from Microsoft for his short tricks and tips. Bill Gates releases videos on books he is currently reading. People use Twitter to express their opinions and ideas to a larger audience. It gives us access to the changes happening around the globe in the education sector or otherwise. As an educator in India, I know how other educators sensitise students regarding climate change or gender sensitivity. We get opportunities to engage and interact with experts to get answers on topics we may need help in through Twitter, Facebook, Linked In, etc., and forums like quora.

Due to the presence of a large audience, social media is a great platform to conduct opinion polls and surveys through Instagram, Facebook, google forms, survey monkey. We must have seen many such surveys asking us about whether the schools should reopen or not? This helps the organiser to know the pulse of the audience.

Engaging the student in the classroom setup full of gen Z is a massive challenge for the teachers. Whether students are working on an assignment, project or trying to gain more insight on a subject, the best information and results are extracted from social media, especially Youtube, that's everyone's favourite. Slide share and Prezi also have an enormous resource that can be used by students and educators both for learning. These resources are the backbone of flipped and self-regulated pedagogies that are brought successfully in our classrooms.

Creativity is one of the most important 21st-century skills, and finds creative ideas are related to the bulletin board, activities to support lessons, and project work platforms like Pinterest.

The bottom line is that social media is a big part of our day-to-day life, and there's no point in keeping it away from the education process. School, college, and university staff should be encouraged and trained to use social media for students effectively. The benefits are obvious, only if we know how to use it to change the way our children learn in the classrooms permanently and the learning is permanent.

Social Media in School Education: Renegotiating the Pedagogy

Mrinal Mukherjee
Assistant Professor, WBUTTEPA

Abstract

In the context of life-long learning, social media is playing the role of 'New Pathsala'.Anything in social media is dynamic and interactive, available anytime, anywhere, and has a unique potential for collaborative learning, even when not cautious learners. Till now use of social media for learning is ad-hoc, complex, unplanned, innovation-driven and unpredictable. Social constructivism might be promoted through social media as learning- Teaching is considered a dynamic social interaction between facilitators and learners. Such positive impacts encourage teachers to innovate using such media in teaching-learning, widening the opportunity to experiment with pedagogical possibilities. In contrast, teachers have had very negligible guidance to adapt research-informed pedagogical practices, engaging such a potential medium in learning-teaching. Hence, policy adoption that could guide the institution in engaging social media in learning teaching with appropriate pedagogy, on the other, could provide a stringent guideline to act as a check valve to mitigate abuse of such a powerful medium.

Keywords: Social Media, Collaborative Learning, Social Constructivism, Pedagogy

We are surviving and evolving in a digital ecosystem, and it is time for the entire education system to adapt it meaningfully. It is evident that learning has been shifted from structuralism to flexibility, from certification to skills and from content learned to competencies acquired. The compartmentalisation of discipline that evolved for the century is now questioned. Learning-teaching is in the new trajectory towards inculcating transversal skills while adapting a cross-disciplinary, inter-disciplinary and transdisciplinary approach. The mantras 'learn once and manage life forever' is no more a viable option instead know how to re-learn throughout life is a 'survival key' in the century we are preparing for. In this context, thus social media is playing the role of 'New Pathsala'.

Since social media made its presence by the social network in our life, we have changed ourselves knowingly or unknowingly. There may be much room for debate on ethical issues or the undesired impacts, but we understood it became an integral part of life. It has influenced all most all spheres of life, including education. Social media users are techno-capable active participants with social media culture where they are not mere curators and consumers; they are also manipulators and creators. Anything in social media is dynamic and interactive, available anytime, anywhere and has unique learning potential, even when not cautious learners. The use of social media for learning is ad-hoc, complex, unplanned, innovation-driven and unpredictable (Purvis et al. 2020). Apart from individual attitude, choice of technology, institutional policy, pedagogy of using social media in education are significant concerns. Hence social media is inseparable from learning, but it demands renegotiation for customisation for the best practical use of social media in education. There is a shortage of organised experimentation and research to explore the instrumental role of social media in learning. Thus teachers have had very negligible guidance to adapt research-informed pedagogical practices engaging such immensely potential medium in learning-teaching.

Social Media in Learning Teaching: Contextual Background

In the century we are thriving, the internet has become indispensable for the search for knowledge. (Lau et al., 2018). The traditional learning resources are becoming non-physical where social media is most crucial in learning for the generation-z (Kilpatrick, Sengchanh, Namvongsa, & Gray, 2019). Against the backdrop of the pandemic, the compulsory school closure and innovations in emergency distance learning teaching proved how social media could be beneficial if they engaged and used the plan entirely. Engagement of such social media

compelled teachers and learners to be creative in learning-teaching. Social media provided a higher degree of freedom to the learners for pursuing independent study and research (Mardiana, 2016). Despite the high decibel debate of digital divide, India is the third biggest nation in exploring the web on the global scale, with high social and portable clients since social media is a playground for the new age (Lavuri et al. 2019)

Social media platforms are instrumental for socialisation. Such virtual media function is based on cellular technology and websites that enable people to interact efficiently, share, collaborate, and instantly manipulate and recreate the content. Thus, it acts as a highly interactive platform. Some facilities like instant exchange of information, news, scientific innovations, facts on socially debatable issues and many more are relevant for learning (Nasution, 2020).

The cloud-based nature of social media for interaction and collaboration for learning, more explicitly speaking, learning by engaging in individual or group projects, is expanding into an appropriate adaptation of technology. The following improvised flow chart indicates that digital learners of the 21st century are receiving a huge source of information and knowledge components from social media. As such, technology facilitates staying connected virtually, making instant learning communities and being in touch beyond time and physical space restrictions. Engaging social media by teachers' initiatives or by the members of peer learners is ultimately an advantage for all. And such positive impacts encourage teachers to innovate using such media in teaching-learning, widening the opportunity to experiment with pedagogical possibilities.

Figure 1: Engagement Social Media in Learning Process. Improvised from Mardiana, H. (2016)

Using Social Media in Learning-Teaching: Pedagogical Approaches

Students represent a particular culture and carry their unique experiences. If we want to design learning, we need to add to the sum of the learner's experience that could be done most effectively by a constructivist pedagogical approach where a child is an active learner (Byrnes, 2008). Community of practice enhance the opportunity of participatory learning increases participation in learning (Daniels, 1996) that could be ensured by exploring the social media platforms. As advocated by Vygotsky, social constructivism demands teachers to collaborate with their students in the learning process. Learners are at liberty to search for niche, topic-specific relevant content and construct their learning opportunities (Alison et al. 2020) through social media platforms. It is time to keep the mind open, and by collaborating with learners to allow them to gain meaningful knowledge and learning, we need to provide them with additional tools. By adopting social media, educational institutions can offer them further opportunities to engage, explore the global community, and extend their reach to people worldwide.

The quality of virtual learning-teaching engaging social media is not mere accommodation of different digital social platforms. Rather, it is an appropriate blending of educational theories, namely behaviourism, cognitivism, and constructivism, in using digital resources of social media as learning tools (Mukherjee & Das Mollick, (2021). Behaviourism might be relevant through stepwise sequential manner input of stimuli through video tutorials, games-based activities, quizzes, and subsequent online feedback through social media. At the same time, cognitivism might be an application of a customisable learning environment that might promote the analysis of learning in adaptive and personalised learning through learning content in embracing the social media platforms. On the other hand, constructivism might be promoted through social media as learning- Teaching is considered a dynamic social interaction between facilitators and learners.

The virtual presence of learners and teachers in such dynamics of learning-teaching through S.M. is a considerable challenge. Making appropriate identity on the part of teachers and acknowledging the identity of the

learner is crucial. Garrison, Anderson, and Archer (2000) advocated a framework, namely the 'Community of Inquiry model,', further improvised by Huang et al. (2018) to explain such teaching immediacy, accommodating three major components termed as 'types of presence,' namely social, cognitive, and teaching presence. These components are also crucial factors in using social media as learning tools.

The following model illustrated that learner engagement in meaningful learning depends upon the social presence of both learners and teachers, adequate cognitive attention of learners, and teaching presence of teachers. The ability to perceive others in an online environment as "real" and the projection of oneself as a natural person while using social media as a learning tool. Social presence involves open communication, affective expression, and group cohesion, while learners and teachers remain active through social media platforms.

The extent to which learners can construct and confirm meaning through sustained reflection and discourse while using social media as tools is significant. The social constructivist approach expects an ultimate goal to build a solid foundation of social presence and teaching presence to stimulate cognitive presence in any learning process. Social media in academic institutions and assist them in developing an exciting and suitable online learning environment for the student community. (Khan MN et al. 2021).

Teachers' presence is crucial in such a virtual social media environment (Mukherjee & Das Mollick, (2021). Here, the teacher has the sole responsibility to ensure student engagement so that learning happens—the design, facilitation, and direction of cognitive and social processes to realise meaningful learning. Teachers may use social media as a tool to encourage interaction and peer learning and customised one-to-one learning between teacher and learner. This may also be used as a tool for the assessment of learning of all learners in an individual capacity as a cumulative effect of social, cognitive, and teaching presence learners truly engaged in the learning process which is directed towards a learning outcome, that observable and assessable.
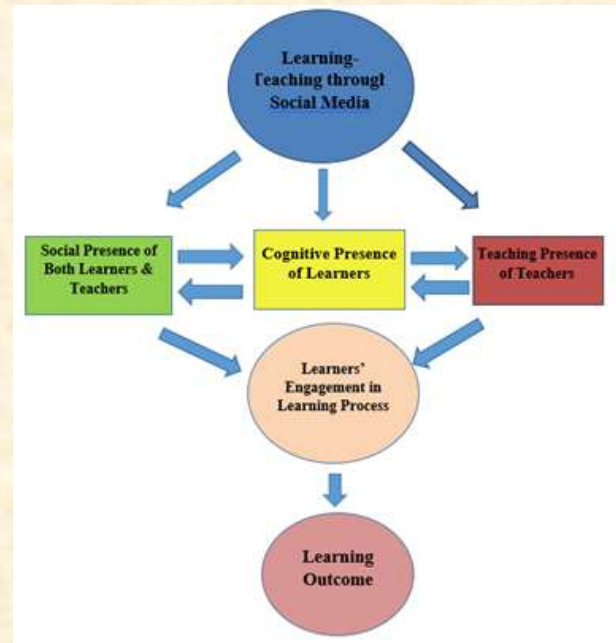
**Fig 2: Model of Collaborative Learning Pedagogy using Social Media**

Instructional Challenges of Using Social Media in Education & Mitigation Strategies:

It is a fact that as far as instructional designing through social media is concerned, there are few challenges too. Such challenges in few instances are uniform, while some challenges are country or society specific in nature. But from a general perceptive of learning-teaching, the instructional challenges may be as follows, as illustrated in the figure below.

Fig 3: Perceived Instructional Challenges

Whether higher education or school education, there is a need for institutional planning to mitigate such challenges related to managing instruction while engaging social media in learning-teaching. The strategies should be broad-based, and we must consider some issues directly related to instruction and indirectly related to mitigating the challenges. After extensive literature study, the following significant strategies are listed in the model below, which could be instrumental in mitigating instructional design through social media.
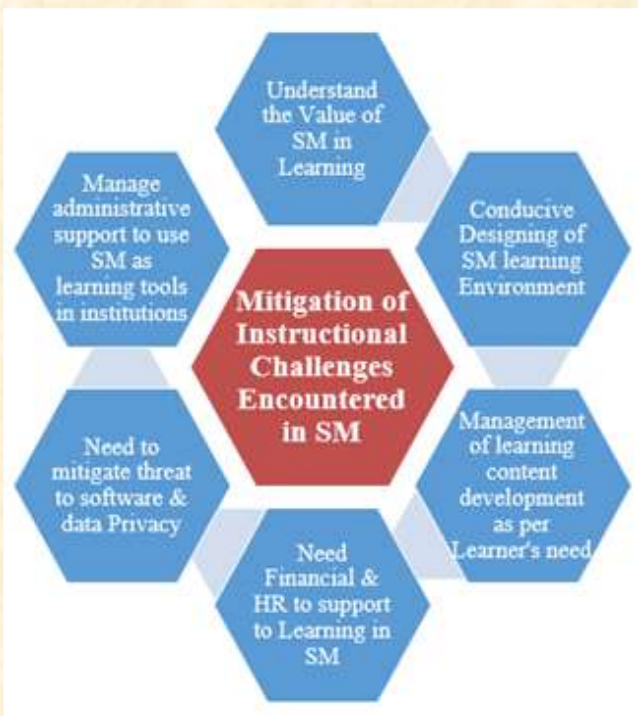
Discussion:

Pandemic has accelerated changes in all aspects of life in a relatively short period. In the context of school education, this unusual situation compelled the stakeholders of the education sector to re-think the future of education in the post-pandemic era. Social media will play a more significant and influential role in the broader spectrum in the forthcoming age of education.

This has been evident by research findings and is in contemporary literature that such social media and social networking sites will play a higher role in facilitating collaborative learning. Research evidence is found to effects positively student's academic performance. Collaborative learning and interaction with colleagues

would enable students to be more enthusiastic and dynamic. (Ansari and Khan, 2020). Engagement for learning through social media has a broader scope to explore socio-cultural tools supported by the social constructivist approach.

Teachers need to have expertise when & where to use technology and how all the different kinds of interactive learning material of social media need to be integrated into learning-teaching that requires a professional orientation. Considering the uniqueness of the virtual environment and its characteristics and implementing proper pedagogically designed training, we can transform the conventional classroom teachers' skills into the virtual classroom's appropriate skills. No doubt, social media may be used to (a) exchange notes, (b) receive updates on assignments, (c) obtain assistance with assignments, (d) communicate with peers about group projects, and (e) submit assignments and many more (Agarwal, 2011)). Students exposed to a broader socio-cultural context reach out to other students from different age ranges, cultural and social backgrounds and become global citizens. At the same time, they find additional methods of harnessing new information and enhancing their learning skills.

The whole education system needs to focus on the ground-level realities and challenges relating to the use and efficacy of social media in education to channel the best output for education from social media exploring maximum potential. It needs intensive empirical research to develop theories that could provide a pedagogical framework for using social media in education.

Conclusion:

Social Media does not aim to replace traditional learning but can supplement the conventional learning landscape by adding more tools at its disposal. Policy designers may ascertain a positive impact on learning through the adoption of social media by students. Hence, policy adoption could guide the institution in engaging social media in learning-teaching with appropriate pedagogy on the one hand. On the other could provide a stringent guideline to act as a check valve to mitigate abuse of such a powerful medium.

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Role of Social Media on education: a discourse on rural government schools

[1]TriptiBej
Assistant Teacher, Srima Balika Vidyalaya, Paschim Medinipur, India

[2]Arnab Kundu
PhD. Scholar, Department of Education, Bankura University, India

Mark Elliot Zuckerberg (n.d), an American media magnate and co-founder of Facebook, once told '*when you give everyone a voice and give people power, the system usually ends up in a perfect place*.' He was influential in prognosticating that human empowerment and paying attention to someone or listening to their voice are interconnected. We refer to these words in this context since paying proper attention to a child is the centre of modern-day education, and here, social media has played a significant role. Many a word so far laid in the subconscious mind are getting a passage through these unique platforms. We are not detailing myself on its definition, types, or evolution since these are the issues everyone has a tinge of knowledge. But we must say that social media is a buzzword until we have compact planning to utilise it. This discourse is focused on planning how to use social media platforms, especially Facebook, to cater to the heterogeneous needs of our students in rural Indian schools.

There are so many proven domains in school education where the role of social media has been convincingly demonstrated in past studies. A retrospection can help us serve the marginalised section of students in the COVID-driven virtual education scheme (Kundu &Bej, 2021). Social media is an e-learning tool facilitating collaborative, interactive, student-centred, constructivist learning (Prescott, Stodart, Becket, & Wilson, 2015). It connects parents more intensely with schooling by providing quick information and feedback on students' learning advancements (Prescott, Wilson, & Becket, 2013). The whole teaching-learning process can be effective with real-time lectures, monitoring, broadcasting updates, or alerts. There are many social media platforms, but I am focusing on Facebook only because it is the most globally platform (Wikipedia, 2021, July 27). In India also the picture is more or less the same. However, YouTube is the most popular social media platform, and Facebook comes after it; it has 32.3% of the total population using Facebook in January 2021 (The Global Statistics, 2021, July 26). Facebook has the highest penetration among rural people in India in most areas; it has become equivalent to social media itself (DATAREPORTAL, 2021). As a teaching tool, it has a lot of benefits. As Prescott, Stodart, Becket, & Wilson (2015) has categorically mentioned like sharing learning content among students, real-time interaction with students, visual engagement, group learning, most importantly, 24/7 forum for collaboration, and owing to its group features, it also has the potential to be used as a Learning Management System.
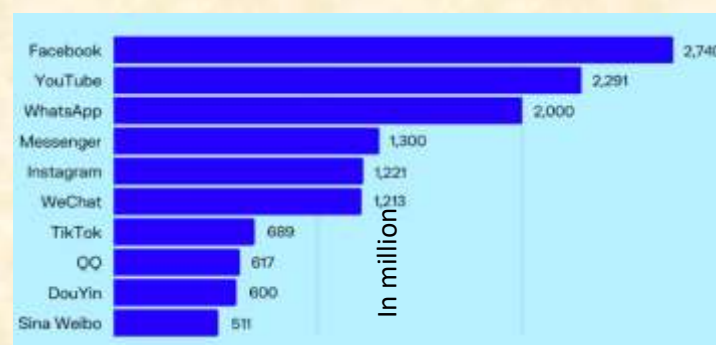

**Figure 1. Most popular S.M. platform on this earth (Wikipedia, 2021)**

In this discourse, we would like to draw the attention of the concerned audience to a pervasive problem of rural schools in West Bengal that is the heterogeneity of students' learning needs. Our question was, can Facebook

help in this problem to sustain equity among students? Let us probe into the issue with a small case study finding in such a rural school. We gave a basic mathematics problem to a 7th grade class of 50 students. The problem was how to solve $(a+b)^2 = a^2+2ab+b^2$ geometrically? We solved the problem in the classroom(see Fig.2).
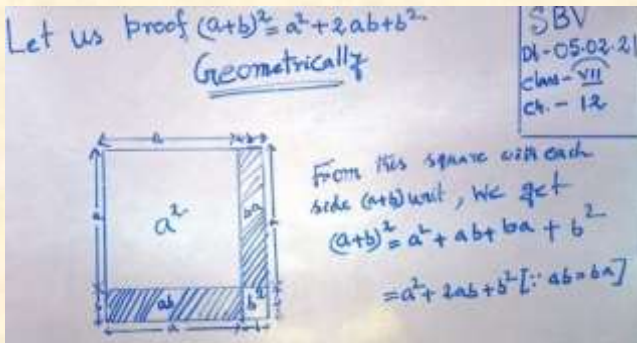
**Figure 2. Classroom solution of the problem**

A profound classroom observation revealed that there had been heterogeneity of students' learning attainments that needed varying support. Fifty participants were divided into three groups based on their learning attainments, as presented in Fig. 3.
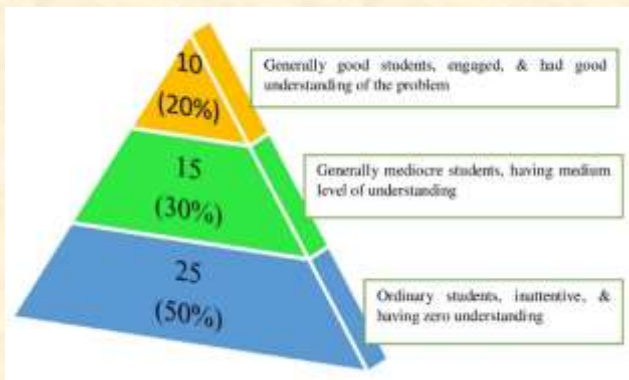
**Figure 3. Classroom learning outcome (First observation)**

The top 20% of students in the pyramid had a good understanding of the problem, and they were basically good students and attentive to classroom activities. The following 30% of students had a medium level of understanding of the problem. Still, they can emulate the first group developing understanding level with a reattempt to reflect and listen to problem-solving. The 3rd group, the largest number of 50% students, had zero understanding of the problem. These 2nd and 3rd groups of students were always a serious issue for most rural government schools. It was a widespread phenomenon any teacher can feel during classroom teaching. But we

tried to solve a solution to cater to this heterogeneity of students' learning attainment using Facebook as a learning instrument. Hence, the e-content of the classroom teaching had been uploaded in the appropriate Facebook group having the most significant number of students' access. Taking the active involvement of the school teachers and parents, we could ensure the Facebook participation of 40 students. They went through the problem for the next three days. Each day, they contemplated the problem for ten minutes under the monitoring of their parents. On the 4th day, their learning attainments were evaluated by us, and the results are reported in Fig. 4.
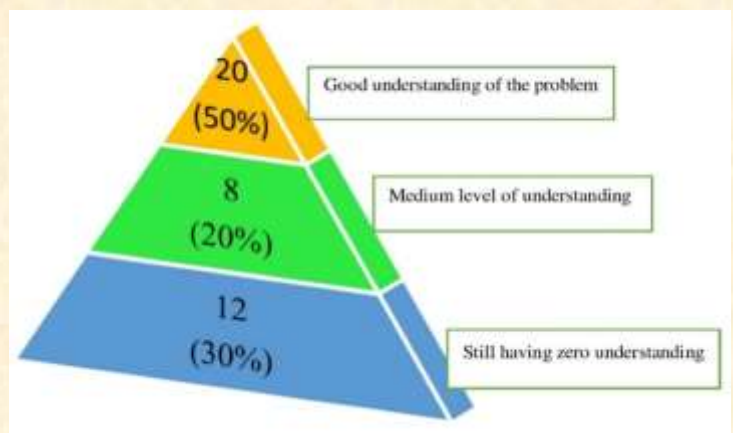
Figure 4. Second observation after Facebook intervention

The findings revealed that after Facebook interaction, the number of students having a good understanding of the problem (50%) had been doubled. The students with medium understanding (20%) have also reduced than the first assessment. The number of students having zero understanding has reduced to a significant level (30%). Thus, a clear trend of students' learning improvement was evident with their exposure to Facebook learning, as shown in Fig. 5. The first observation was the classroom observation immediately after the classroom teaching. The second observation was the assessment on the 4th day after students got an opportunity to re-learn and re-think the problem having to go through the e-content from Facebook page regularly.
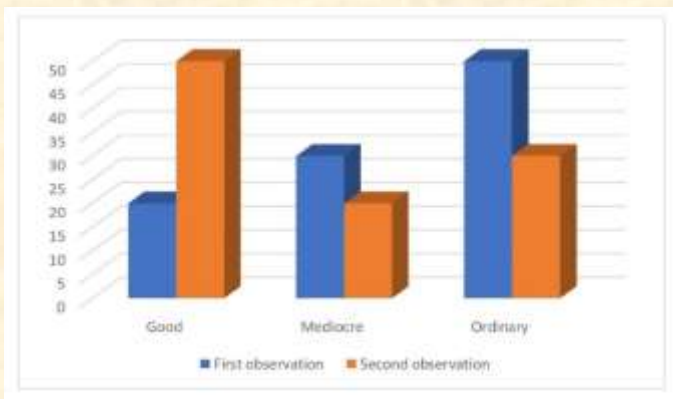
Figure 5. Bar graph comparing first and second observations

This brief discourse concludes that Facebook learning helped students in their varied learning needs. The good students of the first observation got an opportunity to re-think and engage in metacognition. The mediocre students got a chance to learn with a reattempt. The third group had a chance to learn influenced by their peers from prolonged visuals engagements on Facebook. Thus, Facebook helped all three groups of students, and it has been influential in maintaining equity among heterogeneity of students' learning needs. But there were limitations in this study that we cannot ignore. It was a small case study done amidst several limitations. The study was not done in a controlled environment; hence, a chance was always there that the extraneous variables were effective to influence the outcomes. Still, the authors advocate supporting the findings of previous studies that Facebook was adequate for the students of rural schools and accommodated for sustaining equity among students provided proper planning has been done for its implementation.

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Impact of Social Media on Education

Heena Pahuja

Teacher, HDFC School, Gurugram

Impact of Social Media on Education In today's world of associated learning, we all know social media's impact on education is becoming a dynamic factor. There were times when people used to wait anxiously for the postman to deliver a letter. But now you see, at a click of a button, we communicate, in real-time, across the world; This is the first time in the history of humanity that you can sit here and talk to wherever you want, anywhere in the world. Never before this was ever possible.

Undeniably our life stands transformed! Yet, the kind of transformations that the current times have brought about are beyond what we could have ever imagined.

The world is getting reduced, and through social media, the way we bring instruction is varying. For example, video presentation platforms, such as Google meet, zoom, or Microsoft Teams, have allowed education to be delivered across great distances. No longer is it necessary for a faculty member to be in the same room as the students. These technologies have given rise to the flipped classroom model and changed how knowledge is conveyed to students.

The technological and information revolution in the various branches of human knowledge has become a distinctive trait of twenty-first-century features. The revolution has touched all aspects of life, as it contributed to a state of rapprochement and communication and the elimination of geographical boundaries, class, and ethnic differences. This led to the mixing of cultures and the daily follow-up of events on the world stage.

Social networking is one of the results of these technological developments that entered our daily lives. It has become an indispensable means because of its capabilities and technical methods, which have transformed the world into a small cosmic village that is amazingly interconnected. Although the primary purpose of establishing these sites is for social communication between individuals, this use has spread more and more to enter all areas of daily life and to all cultural, social, political, and economic activities. Thus, social sites have added a new form of accessible and direct communication. Through social media, the audience has become increasingly involved in most areas of knowledge.

The education sector represents one of these areas, which has experienced change and influence on social networking sites. Moreover, not far from these effects is the increasing use of these social networking sites such as Facebook, Twitter, WhatsApp, and other networks. They have been deemed the important ways used and applied in the educational process. They provide a flexible virtual environment and platform in which parties in the educational process communicate while providing educational models based on strategies that allow them to obtain information, knowledge, and exchange ideas. Additionally, they assist in preparing a generation of teachers and learners who own skills in dealing with modern technologies and their subsequent developments and helping to share these skills with the broader community and open the door for equal educational opportunities.

I think Social Media has both positive and negative effects on education. I have made a list of some points. Let me take you through the positive results first.

a. The first one on my list is collaborative learning. Working on a team project has become easy. And all of us as teachers have been using different online tools for collaborative learning. Social

Media makes possible collaboration between learners and teachers on a given task or project or a joint objective, pooling resources, and gathering the expertise of a group of people working towards a common purpose.

b. Its content supports teaching and learning on a lifelong learning scale; it contributes to fairness and inclusion and increases standards on Higher Education institutions to improve the quality and availability of their course content.

c. Social Media gives the possibility to the students to create digital content on their own and publish it online, increasing a vast resource of user-created content. From which learners and teachers can jointly benefit, also encouraging more active and proactive approaches to learning.

d. Social media is a network that connects students with their teachers, allowing them to share their knowledge and at the same time have access to specific and targeted understanding in a given field of interest.

e. No. 2 on my list is Parental involvement: Social media has helped parents stay involved in the child's learning. Via the school's Facebook or Instagram feed, parents can update school-related activities, projects, and events.

f. Improves Literacy And Reading Skills: It is usually observed that students are bored of reading and writing. However, the internet and social media provide plenty of online information. Students Commented [HP1]: Commented [HP2R1]: are more inclined to read, mainly if these pieces of information include eye-catching animations.

g. The 4th one on my list is Distance Learning Opportunities: Social Media, which is considered one of the strongest mediums of communication in the 21st century, helps people connect from far off places and makes distance learning possible.

h. Next, I feel is that the Hunger for searching and learning about a new topic makes this world smaller. Students can look for various websites for learning and educating themselves. The use of YouTube to watch educational videos, easy access to e-books, online notes, and learning via video calls are significant aspects that contribute to academic development.

i. Social Media provides venues for students to share their stories both within and beyond the classroom. It also grants opportunities for them to hear stories from beyond their school.

j. Social media helps students to recognise the power of personal voice.

k. Students can learn new digital literacy skills, which will aid them throughout their lives.

l. This will help them become Digital citizens

m. And develop Global competency

n. Not to forget the spread of the COVID-19 that developed a big challenge for national education systems in providing education. This emergency compelled the educational institutes to switch their education mode overnight and adopt online teaching and virtual learning, which became possible only through social media.

Some educational uses of social media tools and their role in education:

➤ **Blogging**:
Blogging is used for different educational purposes; for example, it is used for:
- To Publish research papers and school homework. Hosting system where students use the blogging system in publishing their research papers and homework electronically instead of the traditional way.
- Creating an environment of cooperation and constructive dialogue between the students by following up on the blogs of their colleagues and commenting on them.

➤ **Facebook**
Educators and students can use Facebook in Education to create a Facebook page or group for educational purposes by:
-Inviting teachers and students to participate by exchanging information and sharing and exchanging Internet links related to the educational topic.
-Upload educational pictures and videos related to the academic topic, then teachers and students can share, discuss and comment on them.

➤ **Twitter**
Livingstone (Livingstone: 2008, pp. 393-411) reported that Twitter is used in education to:

- Follow-up conferences and seminars.
- Update courses; a teacher of any system can make a Twitter account for that course.
- Facilitate project management; students or instructors working together on a project can communicate on Twitter utilisation. They

remind each other of project matters and the status of the project.

- Activate debate and discussion; the interactivity of Twitter could help a group of people through creating channels for debate and discussion about specific topics (univ, 2016).

➢ **Instagram**

Instagram was launched as a photo-sharing platform, and over time other new features such as video, texting, and story sharing have been added, contributing to its growth significantly (Ellison: 2017). In terms of language learning, Instagram can be used as a source for applying several activities in language classrooms like digital storytelling, grammar activities through photos, role plays, reading, speaking activities through videos, etc. Thus, Instagram addresses four language skills to practice the language in and outside the classroom.

➢ **WhatsApp**

Cetinkaya's study (Cetinkaya: 2017) showed that students developed positive opinions towards using WhatsApp in their courses. They demanded the same practice in their other courses as well. They reported that learning could also occur unconsciously, and the messages with images were more effective for their education. However, few students expressed adverse opinions about the timing of some posts and the redundant posts within the group. Finally, it is suggested that WhatsApp in the education process be encouraged as a supportive technology for students and teachers.

These were some positive aspects of Social Media on Education. The same has quite a few negative impacts too.

a. Causes distraction: The first challenge is the sort of distraction to the students present inside the class. Sometimes it becomes tiring for the children to sit in front of the screen for long hours and hence become challenging for the teacher to grab their attention.

b. Another thing that I have observed is that the increasing usage of social media has created a lax attitude towards proper spelling and grammar, not only in students but in all of us also. This reduces a student's ability to write with a focus on correct spelling and grammar effectively.

c. Impact on health is an important aspect that is adversely affected: Using social media sites with sheer negligence can have mental and physical effects on one's health. Students do not take their meals on time, do not take proper rest, and continuously being on the phone or laptop can adversely affect their physical and mental health.

d. Social isolation: The more time students spend on social websites, the much less time they spend socialising in individual.

e. Cyberbullying: Social media offer an excellent way for students and teachers to connect, but at the same time, it can be misused. Social Media makes it easier for students to abuse or bully their peers or even their teachers.

There are some steps we can take to help address some of these challenges. For instance, activities and assessments should be designed carefully based on appropriate learning outcomes.

Looking at the educational approaches and benefits of social media, we can claim that social media platforms, enabling free voice and video calls, sharing documents and links can be highly effective in improving academic performance and students' learning.

Conclusion

To conclude, I would say technology has no quality of its own; it's just an enabling and how we use it. It can make us or break us, so it is left to the individual, the cultures, and the educators to bring this awareness into the child that technology is made for our well-being and not to destroy ourselves. If this is taught to every child, I think they will use it positively. I'm sure that proper usage of social media can promote a new era of social learning, social presence and definitely, it can be an alternative platform to foster online education.

Saturday Academic Conclave

ETMA organises a One-hour Academic Conclave every Saturday. Scholars share their readings, new learning, research proposals and findings. This Weekly online Academic Meet is attended by a large number of participants from India and a few other countries like Singapore, Sweden, Singapore and others.

You are welcome to join this forum to share your learning, research. Young research scholars can consult senior professors on their research projects.

Following are the last six Saturdays Academic Conclaves.

S.No.	Date	Topic	Speakers
1.	31/07/21	Role of social media on education	**Sri Prakash Deo,** Ex. Head, Educational Technology, MP SCERT, Rajya Shiksha Kendra, Bhopal, Madhya Pradesh **Ms Heena Pahuja,** Teacher, HDFC School, Gurugram **Dr Sheela Rajeswari,** Assistant Professor of Education, Lady Irwin College, Formar project associate, ETMA **Ms Pooja Rai,** Coordinator, HDFC School, Pune **Dr Tripti Bej,** Assistant Teacher, Srima Balika Vidyalaya, West-Bengal **Mr Varadarajan Sridharan,** Principal Program Manager at Microsoft, Bengaluru **Dr Mrinal Mukherjee,** Assistant Professor of WBUTTEPA, Kolkata
2.	07/08/21	Multidisciplinary Learning	**Prof Soumen Chattopadhyay,** Professor of Education, Zakir Husain Centre for Educational Studies, JNU **Prof. Sudhanshu Bhushan,** Professor and Head, Higher & Professional Education, NIEPA **Prof Abhijit Dasgupta,** Former Professor, Department of Sociology, Delhi School of Economics
3.	21/08/21	Learning Compass in Education for a Better World	**Prof Dinesh Singh,** Chancellor, K. R. Mangalam University, Gurugram, Former Vice-chancellor of the University of Delhi
4.	28/08/21	Responsible Innovations and Research	**Prof S.P. Malhotra,** Director, ETMA, Former Professor of Education, and Dean Academic Affairs at Kurukshetra University, Kurukshetra
5.	04/09/21	The Future of Education is in Self and Skill Development	**Prof Neharika Vohra,** First Vice-Chancellor of Delhi Skill and Entrepreneurship University, Former faculty member at IIM Ahmedabad.
6.	11/09/21	Augmented Reality and Virtual Reality: The Disruptive Technologies in the 21st Century	**Dr Kaushal Kumar Bhagat,** Assistant Professor, IIT Kharagpur.

International Conference

on

Hybrid, Blended & eLearning

3rd - 5th December 2021

Educational Technology and Management Academy

In Collaboration with

Association of Indian Universities

As the pandemic recedes, we would move forward to normal. Indeed, a new normal. During the pandemic, the educational institutions experienced the power and effectiveness of technology-enabled education. It was a case of emergency technology response; there was no time to learn technology-integrated learning designs that could have changed the game of learning. Now is the time to prepare to move forward from technology-enabled online or face-to-face lectures to technology-integrated learning design for everyone to evolve as Lifelong Self-learners. We need to converse with the learning design scientists face-to-face with grassroots practitioners.

Educational Technology and Management Academy, in collaboration with the Association of Indian Universities, bringing together some of the finest experts on technology integrated education from all over the world and India at the online International Conference on Technology Integrated Learning focusing on Hybrid, Blended and E-Learning on 3-4-5 December 2021. The primary objective of the forthcoming International Conference is to create a forum for practitioners to meet the global leaders in technology-integrated education.

The Conference will have four keynote sessions, two panel discussions, ten paper presentation sessions and eight workshops.

Call for Paper Presentation and Participation

The Conference invites participation and presentation of case studies, thematic and research papers on **technology-integrated education, Hybrid Learning, Blended Learning, Online Education and e-Learning**. Please send an abstract of your paper by **3 October 2021** to etma.india@gmail.com, cc chandansetma@gmail.com.

Registration: Registration Fee is Rs. 1000/- only.

Please register online at

https://docs.google.com/forms/d/e/1FAIpQLSffPXeR10iGh_T83pSh0JivJvmC0kBTUIxP-w7ZqChTCSUM9Q/viewform

Participants will receive Certificates of Paper Presentation/Participation

Note: All papers will be brought out as Conference Proceeding in e-format. Papers will be further referred for evaluation. Only referee recommended papers will be considered for publication.

Keynote Speakers and Chairpersons

Speakers

3 December 2021

Prof. Stephen Petrina

Professor, Department of Curriculum and Pedagogy, University of British Columbia, Vancouver

Prof. V. Chinapah

Professor Emeritus, Department of Education, Stockholm University, Stockholm; served UNESCO Headquarters in Paris-France for 16 years.

4 December 2021

Dr. N. M. Ostashewski

Associate Professor with the Athabasca University Distance Education Program, Alberta, Canada

Dr. Libing Wang

Chief of Educational Innovations and Skills Development and Senior Programme Specialist in Higher Education at UNESCO, Bangkok

Chairpersons

Prof Tony Bates

Distinguished Visiting Professor, Chang School of Continuing Education, Ryerson University

Prof Matiul Alam

Professor of the Education, University of British Columbia, and CEO of World Education, Vancouver, Canada.

Dr Sanjaya Mishra

Education Specialist e-Learning, Commonwealth of Learning, Vancouver

Prof Pankaj Mittal

Secretary-General, Association of Indian Universities, Former Vice-Chancellor, BPS Women University, Govt. of Haryana)

Panel Discussions: 5 December 2021

Technology-Enabled Learning Assessment & Examination Management

Dr Vineet Joshi	**Mr Anshul Sonak**	**Dr Manish Gupta**
Additional Secretary, Ministry of Education, Government of India and Chairman, National Testing Agency, India	Global Director- Digital Readiness Programs and Senior Director for Global AI Readiness at Intel Corporation, Singapore	Director of Google Research India. He holds an additional appointment as Infosys Foundation Chair Professor at IIIT.

Innovation and Research on Technology-Integrated Education

Dr Som Naidu	**Dr Indira Koneru**	**Prof Amarendra Behera**
Principal Fellow of the Higher Education Academy (PFHEA); Executive Editor of Distance Education Journal of Australia's ODLA. Former Pro-Vice-Chancellor, The University of South Pacific, Fiji	Associate Dean & Head, eLearning Department, ICFAI Business School, & Founding Director of *Koneru* Bhaskara Rao & Hemalata Human Development Foundation	Joint Director, Central Institute of Educational Technology (CIET), National Council of Educational Research and Training, New Delhi

Workshops - 3 & 4 December 2021

Learning 321	Going forward to normal: Education in a different world	Design Thinking	Repurposing OER for Blended Learning
Prof M M Pant	**Dr Sugata Mitra**	**Mr Kapil Singh Murdia**	**Dr Indira Koneru**
Former Pro-Vice Chancellor at IGNOU & Visiting Professor at University of Western Ontario.	Former Professor of Educational Technology, Newcastle University, UK; Visiting Professor at MIT Lab	Creative Lead - Prodeeo Design Studio. Specialist in Design Thinking	Associate Dean & Head, eLearning Department, ICFAI Business School,

Virtual Reality in Education		Open Education Resources	
Dr Ramesh Sharma	**Mr Sunil Sharma**	**Prof. Norazah Nordin**	**Prof K. Pushpanadham**
School of Global Affairs, Ambedkar University of Delhi & former Associate Professor, Wawason Open University	EdCil Consultant to CIET (NCERT), New Delhi; a specialist in Virtual Reality Application in Education	Dean, Faculty Of Education, Universiti Kebangsaan Malaysia	Head, Department of Educational Administration, FEP, M. S. University of Baroda.

Advanced Educational Research Methods		AI & Machine Learning	
Prof Renu Nanda	**Prof S P Malhotra**	**Prof Syed Fawzia Nadeem**	**Mr Sachin Sharma**
Dean Faculty of Education, University of Jammu, India.	Hony. Director (ETMA), former Dean (Academics), Kurukshetra University.	Professor of Education, Jamia Millia Islamia, New Delhi	Co-founder of Funoppia, specialist in Artificial Intelligence and Machine Learning.

Note: Participants are advised to register for the workshop of their choice; please choose any two in order of priority.

Academic Advisory Committee

Educational Technology and Management Academy: Brief Introduction

ETMA is a non-government, nonprofit Educational Trust registered in 1993. It is registered as a Charitable Trust under 12A, including exemption of donations under 80G. Its mission is research and innovation for quality improvement at all levels of education. ETMA is guided and run by a team of scholars from IITs, IIMs, Medical Institutions, Universities, National Institutions, leading Schools and research organisations in corporate organisations. ETMA works on five verticals.

- **Personal Social Responsibility (PSR):** ETMA identifies brilliant students from high-risk families and provides scholarships. More than 40 students have benefitted from the scholarships; ETMA scholars completed programmes in IITs (Kanpur, Mumbai and Kharagpur). GOI flagged ETMA's successful *School Improvement Programme* (SIP) for rural government primary schools at the HLG Meeting in Brazil (2005). Members of the ETMA fraternity support these outreach programmes with personal donations (PSR).
- **Research and Consultancy:** ETMA conducted several research and consultancy projects for UNICEF, USAID, COL, ICSSR (sponsored study), CEMCA, Intel, BEI, GSF, and others.
- **Publications**: Publishes occasional online e-magazine with a circulation of more than 8000. Besides, ETMA has published books, digital content, and training materials.
- **Capacity Building and Professional Learning**: ETMA supports professional learning initiatives of educational institutions. ETMA has conducted many Capacity Building Programmes for the Leadership team and teachers of schools, colleges and engineering institutions.
- **Seminars and Conferences**: ETMA organises Academic Conclaves every Saturday, addressed by Vice-Chancellors, Professors, teachers and young scholars. About 1000 participants have attended conclaves. ETMA organises conferences only on special occasions. This is one such conference aimed at collectively constructing a more efficient technology-integrated pedagogy. More on www.etma-india.in.

Contacts

Principal Amitava Ghosh
Conference Secretary

Email: amitavaghosh21K@gmail.com

Sri Chandan Sarkhel
etma.india@gmail.com

For Conference updates, please visit: www.etma-india.in

Notes on Authors

1. Sri Prakash Deo **-** Ex. Head, Educational Technology, MP SCERT, Bhopal, Madhya Pradesh. Contact - prakashdeo141@yahoo.com
2. Dr Sheela Rajeswari **-** Assistant Professor of Education, Lady Irwin College, Formar, project associate, ETMA
3. Ms Pooja Rai **-** Coordinator, HDFC School, Pune
4. Dr Mrinal Mukherjee - Assistant Professor, Department of Teacher Education, The West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA), 25/2 & 25/3 Ballygunge Circular Road, Kolkata, India, E-mail: dr.mmrinal@gmail.com
5. Dr Tripti Bej - Assistant Teacher, Srima Balika Vidyalaya, Paschim Medinipur, India
6. Mr Arnab Kundu - PhD. Scholar, Department of Education, Bankura University, India
7. Ms Heena Pahuja **-** Teacher, HDFC School, Gurugram