

**A STUDY ON EFFECTIVENESS OF USING SOCIAL NETWORKING SITES
AND WEB 2.0 TOOLS TO SUPPLEMENT CLASSROOM
INTERACTION FOR B. ED. TRAINEES**

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ABSTRACT

Education is the essential part of an individual's life and it is life long process. It is said that education is a process from womb to tomb. But education itself keeps on changing from time to time. Many changing have taken place from vedic period to modern period that is till now. Even at present many changes are taking place in education system. Earlier, and at present teachers of some institutes are using technology to teach their students. Technologies that are in use are like radio, OHPs, projectors, interactive boards, computers, internet, mobile phones and many more (Sagar, 2005). To teach the students with the use of technology one basic thing which is required is the combination of hardware and software in education. (Sharma and Sharma, 2006). This is how combination of this two will work for the betterment and the development of the education. It is not like that only just for fun or to pass time one can use social networking sites and web 2.0 tools. Person who is interested to get knowledge then he/she can use it. There are plenty of people who are writing blogs for educational purpose. There are many educationists also who are using blogs to share their knowledge and experiences. Even the biggest online encyclopedia that is Wikipedia is also considered as web 2.0 tools. In the present study investigator has also used social networking sites and web 2.0 tools to provide education. Through social networking sites and web 2.0 tools students got the platform for online interaction. Students don't get enough time for interaction during their regular class. But through this online learning students got enough opportunity to interact and discuss difficult points.

KEYWORDS: Social Networking, Education, Web 2.0 Tools

INTRODUCTION

Education is the essential part of an individual's life and it is life long process. It is said that education is a process from womb to tomb. But education itself keeps on changing from time to time. Many changing have taken place from vedic period to modern period that is till now. Even at present many changes are taking place in education system. Earlier, and at present teachers of some institutes are using technology to teach their students. Technologies that are in use are like radio, OHPs, projectors, interactive boards, computers, internet, mobile phones and many more (Sagar, 2005). To teach the students with the use of technology one basic thing which is required is the combination of hardware and software in education. Only one of these two will not work. Educational technology presents application of hardware and software approaches to education process that is in the teaching training instruction (Sharma and Sharma, 2006). This is how

combination of this two will work for the betterment and the development of the education.

Now computers and Internet is more in demand, with respect to educational purpose, than other one in present time. It has the combination of both hardware and software. The computer is a jack-of-all trades. It can be workbook page or science laboratory, a teaching machine or a personal tutor, a four dimensional model or a fantasy world to be explored. It is a tireless servant at the command of the teacher who wishes to use it (Jacob, 2005). With the passing of time new term is introduced that is Information and Communication Technology (ICT). In recent years there has been a groundswell of interest in how computers and the internet can best be tied together to improve the efficiency and the effectiveness of education at all levels. But as per the requirement of education, ICT is covering the wide area for education purpose (Tinio, 2002). ICT in education has given a birth to of new term that is online education. Online education is not restricted to particular group of people; it is an open source for all.

Concept of Social Networking Sites

A “Social Network” is an online community where people across the globe can develop network with different organizations or individuals for a specific purpose. It creates a chain of connected entities like a tree with multiple branches and nodes. These branches are the various groups, communities, forums etc. that an individual intends to join. Hence, social network represents relationships between people and flows between the groups, communities, forums, organizations etc.

Social networking sites are built on the idea of how people should know and interact with each other. It gives people the power to share, making the world more open and connected. Nowadays, social networking has a vital influence on our live as it helps a lot in every field of life such as political field, economic field and educational field (Zaidieh, 2012). So it can be said that social networking sites are for society irrespective of cast, creed, colour, gender, region, religion etc. As all the people are directly or indirectly part of the society, social networking sites are providing access to everyone.

Social networking has become one of the most important communication tools among people nowadays. However, social networks exist on the Internet websites where millions of people share interests on certain disciplines and make available to members of these networks various shared files and photos and videos, create blogs and send messages and conduct real-time conversations. These networks are described as social, because they allow communication with friends and colleagues study and strengthen the ties between members of these networks in the space of the Internet. The most famous in the world of social networks are Facebook, Twitter, Myspace and others (Zaidieh, 2012). With the use of these social networking sites the users create profile pages and groups in which they upload pictures, videos, music, comment on events, update their status, share information and many more with the purpose of socialization.

Social Networking for Education

The attractiveness of social networking in educational setting is growing, thus providing influential tools for building online communication in higher education (Mason and Rennie, 2008). Computer mediated environments were existing from 1980s and social networking sites appeared as early as the 1990s. But massive acceptance of social networking sites came on surface in last decade. From this era new inventions and technological advancement took place for the development of education.

Now people are becoming techno savvy. Now they have started accepting technological advancements and changes that are taking place in their surroundings. Specifically internet is becoming popular among people. Even internet is useful in Education field. Many educationist, teachers and students are using internet for updating their knowledge. From that came the concept of web-based education. It is currently a hot research and development area (Sharma, 2004). On this concept thousands of web-based courses and other educational applications have been made available on the web within the five years.

Apart from web based courses social networking sites itself provides large number of learning resources with many applications and functions. Above mentioned social networking sites and apart from that there are many more social networking sites are there. Day by day people are accepting changes that are taking place in their surrounding and they are becoming habituate about it (Olasina, 2011). Social networking sites are considered to be the common tool to provide education. These sites are normally and frequently used by people. A teacher one can use it by making students to use it. Through this education becomes interesting process.

Concept of Web 2.0 Tools

The term 'Web 2.0' was officially defined in 2004 by Dale Dougherty, Vice-president of O' Reilly Media, in a conference brainstorming session between O'Reilly and MediaLive International (Aghaei N. and Farsani, 2012). Web 2.0 is also known as the wisdom web, people-centric web, participative web and read-write web. With reading as well as writing, the web could become bi-directional. Web 2.0 is a web as a platform where users can leave many of the controls they have been used to in a web 1.0. In other words, the users of web 2.0 have more interaction with less control. There are number of Web-based services and applications that demonstrate the foundations of the Web 2.0 concept and they are already being used to certain extent in education (Anderson, 2007). These are not really technologies as such, but services built using the building blocks of the technologies and open standards that strengthen the Internet and the web. The web 2.0 tool can be used as the blogs, wikis, tagging and social bookmarking, multimedia sharing, audio blogging and podcasting and Newer web 2.0 services and applications.

Social Networking Site and Web 2.0 Tools

Social networking sites and web 2.0 tools both are interconnected. Web 2.0 tool is broad aspect under which different sites are introduced. It also includes some social networking sites also. Social networking sites and web 2.0 tools are used by the common people. It can be said that it is used by the mass. All people are aware about it. When these were introduced in 1990s they were not as popular as now. But with passing of time millions of people have part of it. It is beloved that believe that a web 2.0 research platform and a social network approach offers marketing research new tools to meet the challenges of the future (Cook and Buckley, 2007). It can also be used to depart education to the students. Students are using computers from their schooling day, if they were provided some basic information and proper directions to use computers and internet for educational purpose they can create miracles.

Rationale of the Study

The first route involved a large number of experiments aimed at the qualitative improvement of schools, adopted the system approach to analyse the problems plaguing the particular situation and have evolved a range of solutions (NCERT, 2006). These have included the development of flexible systems, alternative curricula, multilevel organization of classes, low cost teaching-learning materials, innovative activities, continuous support systems for teacher training etc.

Education is the need of the today's generation. When one uses technology to teach students it becomes a joyful experience for the students to learn. Now lecture methods are not as much effective as teacher is in the centre of it. Where there is active involvement of the students then it becomes pleasurable experience for both students and learners. When a teacher is having enough command over technological aspect for teaching and learning then he/she can also involve learn to become active member of this process. When teaching learning can take place in this way then monotonous class will become cliché.

The National Policy on Education (1986) has stressed the need for a complete revamping of teacher education, its content and process, in equivalence with the emerging needs of the time. Teacher education is performing important role of preparing future teacher in the society.

As the world becomes more complex, the skills that students need to acquire and master are quickly changing. So students need to learn to communicate more effectively, both through speech and the written word. Technology can help instill in students an eagerness to learn that will follow them to reach their goals (Chandra, 2005). There are many applications, software, websites and programs are available which can be used to gain education. During this present time many new technologies has taken place and these technologies are used for the luxurious life of the individual. But educational institutes realized the importance of these technologies and they used it for the educational purpose. Even government has also initiated in it by providing funds and facilities to use technology. Government has also launched many software, programs and websites which are freely available and accessible for all. It was done with the intention to improve education in India.

Investigator took Google+ as social networking site to teach as it is a Social Networking Site which is accessible and not restricted by authority. In many colleges of S. P. University and H. M. Patel Institute of English Training and Research, facebook is restricted. Facebook has no access in the internet facilities provided by the Charutar Vidya Mandal (CVM) Educational Trust. This site is easy to access and it is user friendly. Google+ has many functions like creating community, making group with common instance, tagging, commenting, providing notifications and many more. These all facilities will be utilized by investigator in the present study. Apart from that Google+ is interconnected with other Google applications. If one has account in Gmail or in Google+, he/she can easily access, explore and utilize other applications provided by Google group. So Investigator had taken Google+ for the present study. Investigator used Blog, Wiki, You Tube, Google Drive, Webinars as Web 2.0 tools.

Investigator has done his study at H. M. Patel Institute of English Training and Research because they were having Wi-Fi facility and they are having their own computer lab. In that computer lab there were more than 25 computers and in each of the computers they have internet facility. So it was helpful for the investigator to conduct study in that institute. If they have good knowledge about the use of technology then they will be able to teach their students with technology. Education with technology has practical involvement of the student, though with learning takes place in better way. Information Technology (IT), Information and Communication Technology (ICT), Computer Assisted Learning (CAL) etc. are covered in educational technology. So it is included in teacher education. B. Ed. trainees are the future of education. After completing their B.Ed. programme, they will go in the different schools and will serve as a teacher. At schools they can use this method to teach their students instead of using traditional method (Lecture method). Investigator had selected B.Ed. trainees as sample because in schools investigator can teach only students of the particular school through Social Networking Sites and Web 2.0 Tools to supplement classroom interaction. Which will be restricted

to those students only? But after completing B.Ed. programme, B.Ed. trainees will go to different schools and institutes as a teacher. There they can use this method to teach their students. In this way this concept of teaching-learning will help many students simultaneously. Through this many students of different schools and institutes will get advantages of this method. Keeping in mind this point investigator had selected B.Ed. trainees as sample for the present study.

STATEMENT OF THE PROBLEM

A study of Effectiveness of Using Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction for B.Ed. Trainees

OBJECTIVES OF THE STUDY

- To develop Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction for B.Ed. Trainees.
- To implement Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction for B.Ed. Trainees.
- To study the effectiveness of using Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction for B.Ed. Trainees.
- To study the reaction of the B.Ed. trainees about use of Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction.

HYPOTHESIS OF THE STUDY

- There will be no significance difference between the pre-test mean achievement score and post-test mean achievement scores of B.Ed. trainees.

Operationalisation of the Terms

Effectiveness: Effectiveness in the present study has been the difference between mean achievement score of the B.Ed. trainees at Pre-test and Post-test with respect to given treatment through developed Social Networking Sites and Web 2.0 tools.

Explanation of the Terms

Social Networking Sites: Social Networking Sites are considered as sites which are used for socialization.

Web 2.0 Tools: Web 2.0 tools are the sites that are used by the people for sharing information and with the use of which they can interact, get information and reflect their ideas.

Delimitation of the Study

The proposed study was delimited to B.Ed. trainees of H. M. Patel Institute of English Training and Research of Vallabh Vidhya Nagar during 2012-13. The study has been delimited to Google+ as social networking site and google blog, wiki, you tube, google drive and webinar. The has been delimited to the two chapters of B.Ed. programme and they are communicative language teaching and classroom management.

Design of the Study

The study was experimental in nature. It was Pre-Experimental design as there was experimental group in the study.

Population

The population for the present study was all the B.Ed. trainees of S. P. University of Vallabh Vidhya Nagar during year 2012-13.

Sample

The study has been conducted on 25 B.Ed. trainees, which were selected randomly by employing lottery method.

Variables

In the experiment, use of social networking sites and web 2.0 tools to supplement classroom interaction was independent variable because that remained independent. In the experiment, achievement was dependent variable because it was depended on the intervention program implemented by the investigator. In the experiment, B.Ed. trainees and units were controlled variables.

Tools and Techniques for Data Collection

- An achievement test has been prepared by the investigator to know the effectiveness of using social networking sites and web 2.0 tools. The test has been validated by the experts in the field of ICT and Education. The tool has been given to two experts in the field of teacher education to access its content validity. It was also validated by the expert in the field of language.
- Likert type five point scale has been prepared and administered among the B.Ed. trainees to know the reaction of using social networking sites and web 2.0 tools. The tool has been given to the experts in the field of teacher education and language. As per the feedback investigator had made changes in the tools.

Procedure of the Study

Phase 1: Development of Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction:

Investigator has designed Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction, which was used for teaching and learning during data collection.

Step 1: Development of the registration form – Investigator created one online form to collect information of the B.Ed. trainees like name, gender, qualification, computer knowledge, contacts, Email ID etc.

Step 2: Development of community on Google+ - Investigator had created one community on Google+ social networking site with the name CLT and Classroom Management.

Step 3: Creating an account on Google Drive – Investigator had created an account in google drive, as web 2.0 tool, where all the materials related to the topics that had been selected was uploaded.

Step 4: Developing Blog – Investigator has created an account in google blog, as web 2.0 tool, that is www.blogger.com

Step 5: Development of Page for Posting Activities – Investigator had created one page in google drive, where they can create different kinds of actives that they can use for teaching. Investigator also gave instruction in that those activities should be based on principles communicative language teaching. Investigator also gave an example of activity at the end of instruction part, which they can refer.

Phase 2: Administration of Pre-test on B.Ed. trainees: Investigator administered pre-test on the sample before implementing the use of social networking sites and web 2.0 tools to supplement classroom interaction.

Phase 3: Implementation of Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction: Investigator has implemented the use of Social Networking Sites and Web 2.0 tools to supplement Classroom Interaction on the sample.

Step 1: Implementation of Registration Form – Investigator implemented the registration form on the B.Ed. trainees. These details were used by the investigator to maintain the records of the B.Ed. trainees. It also helped the investigator to contact when there is required and investigator could also give instructions through these contact details.

Step 2: Implementation of CLT and classroom management community in Google+ and Google Drive – Investigator implemented a community on B.Ed. trainees with the name of CLT and classroom management. Investigator sent requests to them with the use of email IDs that has been collected through registration form. B.Ed. trainees accepted the request and became members of the community.

Step 3: Implementation of Google Blog – Investigator implemented the blog on the B.Ed. trainees. The link of the blog was given in the instructions section. B.Ed. were also able to access it with the web address. Here four questions/discussion topics were putted by the investigator for interaction. Two topics were there from communicative language teaching and other two were from classroom management. It was working as online discussion board. The first and second unite was of one week. It is the benefit of online discussion that B.Ed. trainees can go through these notes anywhere were, ant time and can take as much time as they want for the online discussion. But the investigator gave them time of one week for this procedure.

Phase 4: Administration of Post Test: Post test was administered by the investigator on the sample.

Phase 5: Administration of Reaction Scale: Reaction scale has been administered by the investigator to know the reaction of the B.Ed. trainees about use of social networking sites and web 2.0 tools to supplement classroom interaction. The investigator had used Likert type five point reaction scale.

Procedure of Data Collection

Data collection has been done in two phase. In the first phase investigator administered the pre-test on the student teachers followed by implementation of intervention programme. In the second phase after the intervention investigator had administered post test and Likert type five point scale to know the effectiveness of the developed programme.

Procedure of Data Analysis:

Data collected through pre-test and post-test has been analyzed by employing the t-test. It has been administered to find out significant difference about using social networking sites and web 2.0 tools. Data collected by reaction scale has been analyzed by using percentage and frequency.

Major Findings

- The mean score of pre-test was 14.56 and mean score of post-test was 22.4. The average difference between pre-test and post-test was 7.72. The calculated t – value between the pre-test mean and post-test mean was 8.8, which is greater than table value at 0.01 level and 0.05 level. At 0.01 level the table value is 2.79 and at 0.05 level the table value is 2.06, whereas calculated t - value is 8.8. Therefore, the null hypothesis of the present study that is “There will be no significance difference between the pre-test mean achievement score and post-test mean achievement score on the students of B.Ed. trainees” was rejected. The achievement of the B.Ed. trainees after implementation of social networking sites and web 2.0 tools to supplement classroom interaction was effective.
- The majority of the students was strongly agree and agree with the effectiveness using social networking sites and web 2.0 tools. There were 25 students and 15 statements to know the reaction of the students. The reaction scale was divided in to five points as strongly agree, agree, can't say, disagree and strongly disagree. From the reaction of the students investigator came to know that most of the students were strongly agree and agree about the use of social networking sites and web 2.0 tools.
- Only few reactions were there which were indicating disagree and strongly disagree about the use of social networking sites and web 2.0 tools. From these five points only one student was there who reacted as strongly disagree on 4th point of real life examples related to the application of teacher education concepts.
- Data that were collected from reaction scale shows that most of the students were strongly agree or agree about the statements and very few students were disagree or strongly disagree about the statements. So it shows the two extreme of the reaction scale.

CONCLUSIONS

Normally people believe that social networking sites and web 2.0 tools are wastage of time where people chat, put post, comment on each other's photos etc. But apart from that it provides many facilities which can be explored by individual for educational use. For example, if we give knife to any chef then he/she will use it to prepare food but if the same knife we give to the criminal then definitely he/she will harm someone. In the same way the use of social networking sites and web 2.0 tools depends on an individual that how he/she will utilize it. It is not like that only just for fun or to pass time one can use social networking sites and web 2.0 tools. Person who is interested to get knowledge then he/she can use it. There are plenty of people who are writing blogs for educational purpose. There are many educationists also who are using blogs to share their knowledge and experiences. Even the biggest online encyclopedia that is Wikipedia is also considered as web 2.0 tools. In the present study investigator has also used social networking sites and web 2.0 tools to provide education. Through social networking sites and web 2.0 tools students got the platform for online interaction. Students don't get enough time for interaction during their regular class. But through this online learning students got enough opportunity to interact and discuss difficult points.

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