International Journal of Academic Research and Development
ISSN: 2455-4197
Impact Factor: RJIF 5.22
www.academicsjournal.com
Volume 2; Issue 5; September 2017; Page No. 01-07

How web-based social networking enhanced learning platforms and support students learning process

Divya Sharma
NAEMD, Noida, Uttar Pradesh, India

Abstract
Purpose: The paper focused on the part "How Social Media Enhanced Learning Platforms Challenge and Motivate Students to Take Charge of Their Own Learning Processes – A Few Examples" from the researches Increasing Student Engagement and Retention utilizing Social Technologies: Facebook, e-Portfolios and other Social Networking Services and on the writers' research on ICT and web-based social networking upgraded learning in the outside dialect/intercultural learning school and college environment.
Design/Methodology/Approach: The paper examines learning as a rule and educational practices in the two segments and how web-based social networking improved learning stages challenge and motivate students in their learning forms.
Findings: The paper gives cases from educational investigations completed at the DAV and in DPS. The authors concentrate on the changing part of educators from the customary part of (nearly) full instructor obligation regarding classroom activity to a training and encouraging part where students accept expanding accountability for their learning and for classroom exercises. The paper additionally examines the exchange and utilization of experiences made on the basis of changing educational practices and perspectives the positive and less positive experiences.
Originality/Value: The paper shares work-in-advance involvement as to the developing collection of learning about the utilization of ICT in the twenty-first century classroom.

Keywords: web based social networking, educators, motivation, students

Introduction

Throughout the years, the authors have imparted to colleagues from everywhere throughout the world the puzzlement at the way that learning – and specifically dialect and culture learning – is a paradox. Why that by nature learning is an individual method, in the meantime as it is best rehearsed in a joint effort with others? In this paper, we will start by taking a look at how we may recognize a portion of the components that happen in dialect and culture learning forms, and that appear to be most relevant to us regarding our work with grown-up students at the DAV, which is an educational institute in Haryana. This will take us to the following part where we investigate what web 2.0 instruments may add to grown-up learning forms; this part depends on understanding from our coordinated effort with DAV school that use online networking upgraded learning stages as a device to hold students concentration and inspiration against the scenery that in the education system, dialect and culture learning and henceforth likewise the obtaining of linguistic and cultural functional competence is not appraised as especially interesting or relevant to the students – they experience issues in seeing how these abilities can add to their future professions.

Consequently, motivation is an issue that should be comprehended keeping in mind to be legitimately tended to in the classroom, e.g. by means of online networking improved learning stages. In any case, the presentation of such devices in the classroom unavoidably prompts changing roles – a move in the "balance of power" where students are being enabled and instructors' part turns out to be progressively that of a tutor or mentor as students are offered an expanding level of personalization and individualization of the learning tools and procedures. We will use instances from our own particular circle of work to represent our points. In doing as such, we understand that different zones, for example, the technological dimension of web-based social networking are not shrouded in this paper because of the way that our knowledge is restricted to what goes ahead in the user interface level of online networking, not on the technological level where others have their specialized area. In any case, since most teachers in the DAV education system are likewise ready to work on the interface level alone, we trust this is undoubtedly legitimized.

How to perceive learning

Bialystok and Hakuta, 1994 [2] clearly stated, for the motive of our work, which is fixated on grown-up students i.e. students of over 12 years old, which is the point in time when students change from kid into grown-up "mode" with respect to dialect adapting, we have thought that it was helpful to take learning from three points of view, which could be viewed as a portion of the building hinders that establish the framework for the discovering that the students should do, helped by the faculties

1. From an empowerment perspective;
2. From a motivational perspective;
3. From a process perspective.

These three components are not separate from each other, yet rather that they fit into each other like LEGO blocks where the "order" may change every now and then. In this manner it is

pertinent to draw the components of every one of the three in planning and implementing learning exercises for the classroom.

Empowerment

Concerning the empowerment point of view, the true objective of empowerment is obviously to furnish students with the knowledge, skills and abilities required for them to really have the capacity to take in, process, internalize and utilize the learning that they are "presented to" in class. (Nayaad, 2008) defined the three ideas depict a continuum on the way to empowerment of the individual

- knowledge – to have the capacity to see and understand data as well as information and connect it to past experiences;
- skills – the capacity to provide solution to an issue by utilizing a specific strategy as well as play out a specific assignment or activity;
- Competencies – the capacity to apply one's learning and aptitudes in such a manner that the task to be done is solved in a way which is perceived as being capable by pertinent associates.

Another way to look at empowerment is to take a look at the shared procedures in collaboration with the individual advancement that the student's experiences concerning learning circles, which might be single-circle forms where the student's use the feedback to make continuous alterations and adjustments keeping in mind the purpose to maintain performance at a determined standard, Dual circle forms that upgrade the student's capacity to challenge and rethink the suppositions underlying performance standards and enhance performance (Buchanan, 2007) [7] or triple-circle forms (Witteloostuijn, 1999) [13]: by thinking about how we learn, as it were " learning out how to learn." Put differently, the student moves from a level encoding information to a larger amount of internalization and in a perfect world to a meta-level of understanding his/her own learning forms. At third-degree level cognition, inspiration and feelings go as an inseparable unit to set up changeless and effective learning (Turner, 2002) [9] (Illeris, 2002) [8]

Motivation

One unavoidable subject regarding talks of learning and didactics is that of motivation and sense making – we know from the literature review that distinctive sorts of motivation exist (Ryan, 2004) [4], yet the most focal two sorts of motivation are intrinsic and extrinsic motivation; these are the ones that most frequently become an integral factor regarding student activity in the classroom. Illustrations of common student articulations representing the two sorts of motivation could be:

- Extrinsic: "We do it for the evaluations" – It bodes well to another person than the student; and
- Intrinsic: "We do it since it opens ways to have the capacity to do" – It sounds good to the student.

The essential query is obviously who a given movement or course bodes well to – in the event that it sounds good to the student (at any given level), the student is probably going to invest a great deal more exertion than if it bodes well to another person than the student (guardians, educators, and so on.). We can't obviously disregard the way that if a given activity sounds good to the guardians, they will have methods for empowering or debilitating the student into working, yet nothing beats the student inspiration that originates from inside in light of the fact that it sounds good to him or her! Also, this to be sure prompts fruitful discovering that might be repeated by the student. As indicated by (Do ¨rnyei, 2003) [5], "motivation is in charge of why individuals choose to accomplish something, to what extent they will manage the action, and how hard they will seek after it." Therefore with a specific end goal to choose the proper educational instruments, it is important to take a look at the students' thought processes in why, to what extent and how hard. (Do ¨rnyei, 2003) [5] Include that "motivation to learn in instructive settings has another noteworthy angle, to be specific the vital pretended by "time" in it. Amid the long procedure of mastering certain topics, inspiration does not stay consistent, but rather is related with progressively changing and advancing mental process, portrayed by steady (re)appraisal and adjusting of the different inward and outside impacts that the individual is presented to." (Do ¨rnyei, 2003) [5] Point about steady (re)appraisal compares well with both the theory of learning circles and (Hermansen's, 2005) ideas of feedback /feedforward. (Do ¨rnyei, 2003) [5] Why measurement indicates the sorts of discovering that can be viewed as instrumental in enabling the students: surface versus profound learning (Biggs, 2003) [3]. (Biggs, 2003) [3] States that students make information by means of learning exercises and their "ways to deal with learning." The result of the last will rely upon whether students go for "only" finishing a specific test by having the capacity to reproduce facts – surface learning – or whether they go beneath the surface to translate and research – profound learning. From an inspiration point of view, we propose that surface learning and extraneous inspiration go as an inseparable unit as to profound learning and inherent inspiration.

Process

In this procedure, as per (Hermansen's, 2005), students pretty much deliberately draw on three origination matches that all connection intimately with the focuses specified under both strengthening and inspiration:

- Feedback and feedforward: (Hermansen's, 2005) states that "repeated input can be gathered through experiences. Correlation (oblivious or cognizant) of various feedbacks is, in any case, additionally the reason for picking the best, most fulfilling or appropriate action. Feedforward, interestingly, is "a pre-understanding or a suspicion that something particular will occur with an ensuing examination of whether what we did to understand the thought did really happen" (Hermansen's, 2005). Feedforward recommends that students attract on involvement to foresee the result of a specific activity, give it a shot and afterward along these lines assess whether the result was effective or requires modification.
- Habitus and reflection speak to "inverse posts" of the learning procedure. "Habitus" indicates to discovering that happens on the basis of effectively gained information by methods for forms so well-known to the students that they are utilized naturally; "reflection" means learning that

happens after thought of which system would be the most reasonable.

- Toil and "exuberance" are available in any learning circumstance (Hermansen's, 2005, pp. 60 - 70). Hermansen indicates to i.a. Bateson's hypothesis on learning levels (Bateson, 1972) [1] to characterize the idea of work. "Richness," the inverse of drudge, could likewise be named "energy." The eagerness presented in this association falls well in accordance with the natural inspiration said above.

The above points concerned about learning procedures can be synthesized in the accompanying model (Figure 1). The figure demonstrates the procedures that start with the encoding and along these lines translating of the information given by the instructor or by students or recovered through the student's own work (the knowledge – know why dimension), advances through the consolidation of knowledge (skills – know how) around the phase where the students can review and reuse the learning obtained through the process (competence – know when). In this process, in the event that we are fortunate as well as effective as instructors, we will see inspiration in the student as the positive result of our efforts; in less positive circumstances, we hazard knocking against the students' affective filter – for example if their inspiration is extraneous. When we backpedal to the underlying presumption in this paper learning holds the two sided paradox that from one viewpoint it is an individual process and then again that it is supported through collaborative processes – especially if the learning goals identify with dialect or culture learning – we can see this showed in the underneath model of the learning context (Figure 2).

The figure demonstrates the general learning context where inspiration and consolidation of knowledge (two individual elements) and negotiation of meaning (one collective element) interface to help internalization of a given learning point in an student or a group of students; we can never be sure that their learning is the same or that they will portray their learning similarly, yet between them they have acted as facilitators of their own and each other's learning, which is then more inclined to end up "profound" than if the cooperative component had not been available.

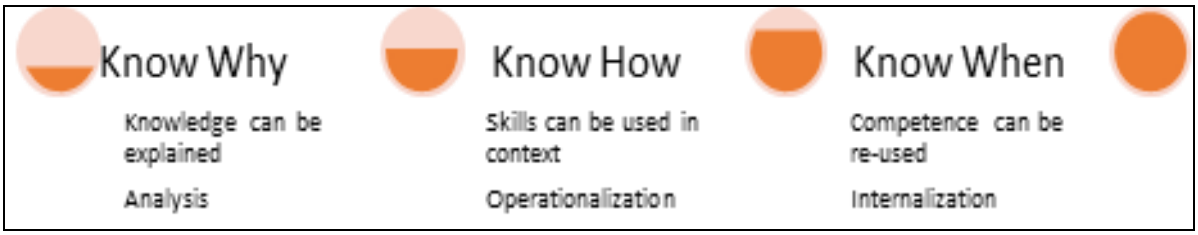

Fig 1: Source: Mondahl and Jensus (1996) & Svendsen (2012) [11, 14]

From the traditional classroom to "classroom 2.0"

The advent of new ICT instruments in the classroom (e.g. smartboards) and the subsequent opening up to online networking improved learning stages implies that we are seeing an outlook change from the customary classroom setting where we regularly observed a high level of instructor contribution, educator control and eventually instructor duty for making a fruitful circumstance, while the students were given a more passive part, toward "another" classroom where we discover a situation where learning is developed as shared data – students at all levels in the education framework are given another and a great deal more dynamic part in the "new" classroom than they were ever given in the "old" classroom. Be that as it may, this is one of the greatest difficulties to the educator and his/her part lies. For what happens to educator parts if and when we actualize a move from the conventional to the cutting edge classroom with all its implications? Figure 3 offers an attempt at a clarification of what the utilization of, e.g. online networking upgraded learning instruments may convey to "classroom 2.0."

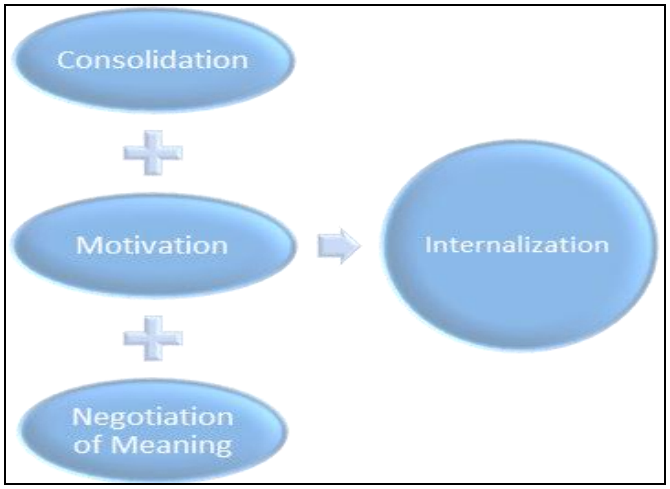

Fig 2: Source: Mondahl (2012) [11]

The research projects demonstrate that ICT tools can encourage learning and that ICT utilized as part of the dialect/culture classroom is especially powerful regarding:

- mixed learning exercises, which address the worldwide mentality of students;
- encouraging the creation, maintenance and sharing of knowledge;
- Encouraging the articulation of individual and collective knowledge by methods for individualization and personalization methodologies.

Figure 3 demonstrates the central position of ICT in the "classroom 2.0" learning environment and how ICT supports collaboration processes; if we connect ICT to inspiration, we find that ICT can support inspiration in being an catalyst for movement and in being social; in other words, ICT can make knowledge sharing among students fun and important (Figure 4).

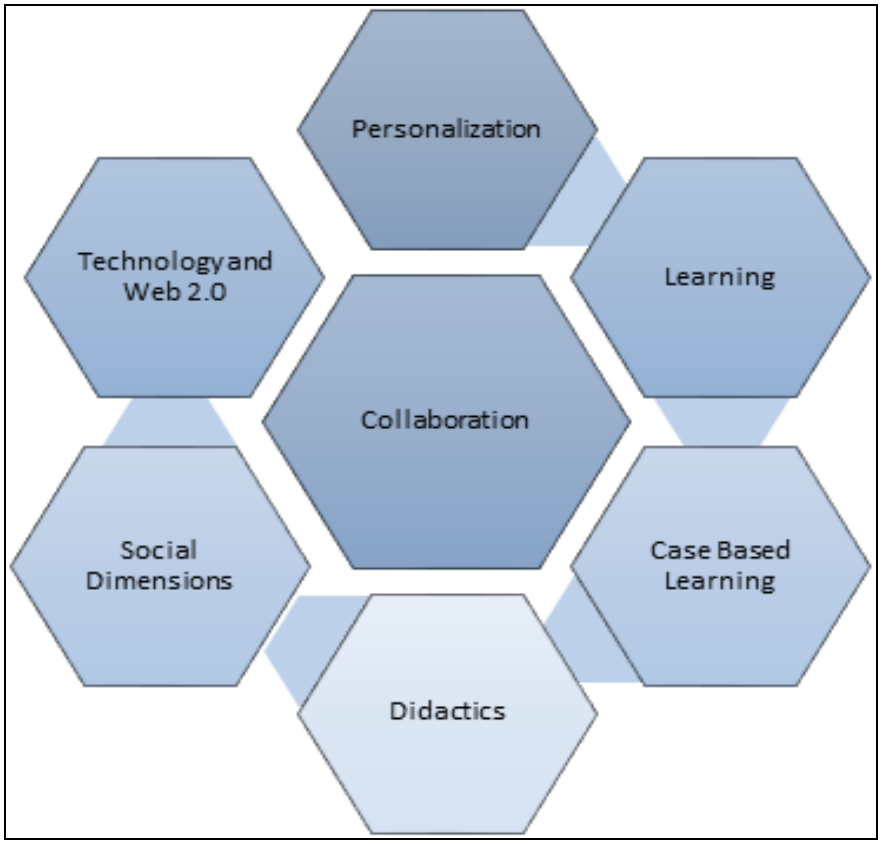

Fig 3: Source: Mondahl (2012) [11]

Student and instructor remarks on projects clearly show that the inspiration that emerges from a fun and pertinent movement is probably going to prompt combination of the information and accordingly to recollection (profound learning); in any case, to achieve that level, ICT should be coordinated in and adjusted to the learning procedure at all significant focuses, similarly as it should be always said and utilized by the educator(s). If we acknowledge (Hermansen's, 2005) ideas of feedback and feedforward, our realization that ICT is in fact connected to inspiration and will support student learning forms, it reveals to us that as course creators we have to design instructing exercises that stimulate examination of feedbacks, and which additionally empower understudies to draw on feedback already offered by associates or teachers. Problem based learning and collaborative learning effectively support student reflection as it turns into an essential for student to exchange opinions and experience about the issue to be understood and about learning all in all. Again there is a nearby connect to learning circles and to (Do ¨rnyei, 2003) [5] thoughts. Since fall 2009, new projects at DAV with an emphasis on dialect and culture learning have deliberately been including ICT as an instrument with a view to supporting the collaborative competencies in the dialect and culture securing process. Parallel to that, the research which started in 2010 which concentrate on inspiration for dialect and culture learning and the use of ICT in the dialect/culture classroom in DAV school, have efficiently been trying and breaking down the utilization of various ICT/online networking improved tools with a view to researching to what degree such instruments may add to expanding student fulfillment and henceforth inspiration. The precise collection of quantitative and also subjective information from students and to some degree from teachers enables us to make provisional lessons and conclusions about the ranges where the presentation and utilization of "classroom 2.0" is effective and where there is still work to be finished. In the accompanying, we will demonstrate examples of effective and less fruitful integration, outline some of the lessons learned and attempt to point the path ahead in our decision.

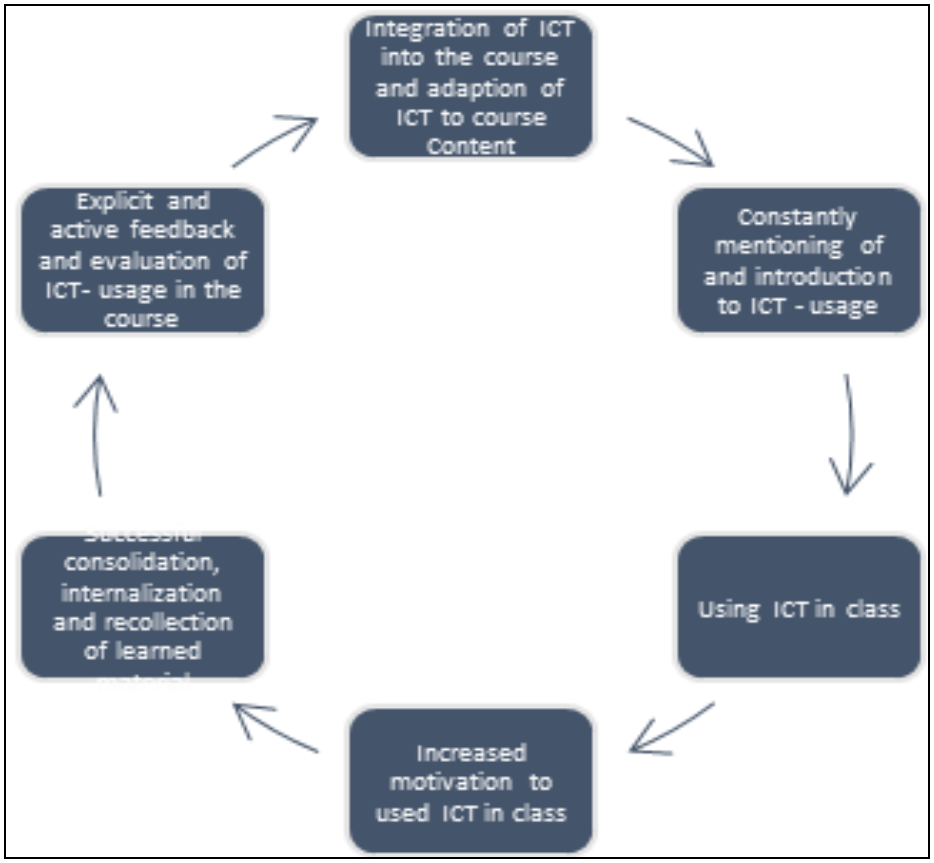

Fig 4

Examples of successful integration

In the schools as well as at DAV there have been various examples of fruitful combination of "classroom 2.0" devices; on a fundamental level the tools have been presented at the two levels with a view to exploring or potentially growing new solutions for didactic difficulties, advancement of inspiration and a modified discourse amongst students and teachers. In the secondary schools, the instructors fundamentally turned to particular projects went for encouraging one specific sort of learning action, while a web-based social networking based e-learning stage was the decision at DAV. In this manner comes about because of the two sorts of organizations are not directly similar regarding student inspiration toward the utilization of ICT, however there are in any case normal elements that are important to specify. One explanation behind this distinction in center is the way that DPS are subjected to more thorough national curriculum control than the college sector, and this has an impact on the choices open to teachers as far as picking new instruments. The fundamental, joint theory behind the activities in the secondary schools and at DPS was that the presentation of different ICT instruments in the classroom may add to increasing student inspiration and effort so the understudies achieve a higher level of profound learning (Biggs, 2003) [3] with ICT than without ICT. To test our theory, we attempted subjective observational examinations as a team with two secondary schools in the fall and winter of 2015/2016; the investigations depended on the taking in recovered from initially gathered quantitative data from practically identical investigations at DPS, with the reservations specified previously. In the 2015/2016 examinations, we carried out focus group interviews with students and instructors, and there were effective and in addition less fruitful outcomes.

The best outcomes were that:

- ICT makes inspiration;
- ICT positively affects association and coordinated effort;
- ICT supports students' capacity to think about their own learning.

As said over, the investigation at DPS was done in 2011, and here the examination focused not on individual devices for particular purposes, yet rather on the utilization of an online networking improved learning stage to encourage dialect and culture learning. The platform encourages consistent exchange and association, and the instructor/analyst can track student's action and interaction for research purposes and with a view to assessing the course and monitoring students' individual improvement. The stage utilized is adaptable as far as the utilization of applications, which implies that the students may tailor their own particular learning environment and set up the parameters that sound good to them in their learning procedure. The motive for testing the stage was to research whether it would support the improvement of the students' oral introduction capability and increase their awareness of rhetorical tools. A "fringe benefit "in the utilization of the stage was the expanded discourse between the teacher and the so-called "calm young ladies" and in addition inside among the students.

A higher level of dialect related activity beyond the fundamental level of report sharing was likewise apparent in the stage. For the instructor, the best experience was the nearby contact especially in connection to web journals, where the students had the likelihood of building up their own particular blogs or go into an exchange with the teacher on his blog. Students were additionally offered group wise feedback in shut gathering spaces in the stage. This was viewed as an especially positive element by the students, as it kept up a component of individualization; what's more it likewise initiated the "peaceful young ladies" that the great discourse was encouraged on the web. This outcome has along these lines been supported by studies made in the primary school sector where the outcomes demonstrated a comparable pattern of initiating the peaceful young ladies by presenting an ICT-based “filter" amongst them and their schoolmates and the teacher.

Example of less successful integration

All things considered, in spite of all the positive experiences from the presentation of more ICT in the classroom, there were a few parts of work that showed that ICT is not really the answer for all difficulties in the classroom of the twenty-first century. Reactions from students and teachers alike in the secondary school demonstrated two noteworthy limitations:

- ICT does not necessarily lead to an internalization of knowledge; and
- ICT may be perceived as less serious and irrelevant in a learning context.

Students in the secondary schools were likewise exceedingly basic as to the way the ICT devices are presented; our focus group interviews with students and our one-on-one meetings with the teachers uncovered that in spite of the fact that the instructors trusted that they had been exceptionally intensive in explaining to the students what they were required to do with the ICT tools and how they were required to do it, the students felt that they had been given barely any introduction and that they had with make sense of for themselves how to utilize the devices; this obviously prompted disappointment among the students who felt they needed to invest substantially more energy than should be expected on making sense of how to utilize the devices and to disbelief among the teachers who were sure that they had tended to the utilization of the devices appropriately. At DPS, in the 2011 project it worked out that the students required in the project were not so "carefully local" as expected toward the start of the project. In the standard assessment after the course, students were asked about their previous learning of ICT, and 98 percent of students reacted that they had never before heard of ICT! This implies the teachers are confronted with incredible requests when they present new ICT devices or stages in the classroom, despite the fact that the stage is designed according to recognizable online networking like Facebook and Twitter.

In the 2011 project, the course comprised of lectures took after by practice classes where the students were required to execute the hypothesis of the lectures in practice. They were given activities that required the use of wikis and online journals, and 40 percent of the students utilized the stage to talk about how to tackle a given issue, and 31 percent utilized it to examine contents beyond the classes and 43 percent utilized the stage for document sharing alone, consequently trading off the collaborative component. In a consequent project from 2012, when it was chosen to utilize the various tool as the general stage for an altogether new program, it worked out that at this point the tables have turned: It is presently the instructors who "block" the utilization of the stage by being unwilling to attempt to tackle stage challenges alone, they express an interest for an thorough introduction to the stage and were not willing to acquaint themselves with the stage without anyone else, they have demanded having a documentation framework created to that every individual bit of showing material transferred to the stage can be labeled with date, course, movement sort, and so forth. In light of the experience from one course, it is obviously difficult to sum up whether student conduct has enhanced as well as whether teacher conduct has decayed or progressed toward becoming progressively "chance – opposed," however we find from the remarks we have from students and additionally from instructors that the presentation of ICT in the classroom is not the cure for all learning provokes it is frequently seen to be, and that there is no "right" method for going about it and no "one-measure fits-all" answer for offer.

Recommendation

In light of the findings above, we have the accompanying four proposals with respect to the presentation of ICT in the twenty-first century classroom

- The utilization of ICT must be routed to a considerably higher degree than as of recently and should be clearly defined as a lever in the learning setting;
- The utilization of ICT must be tended to methodically with the goal for it to wind up plainly a significant learning instrument;
- The utilization of ICT encourages the foundation of social settings, which can support association with other dialect clients; the ICT tool(s) being referred to must in this manner be adjusted to the didactic context and uncover students not as much as customary classroom instructing;
- The utilization of ICT must be subjected to constant assessment as far as pertinence and learning objectives of any given course.

Conclusion

The present dialect and culture learning is tested in the educational system as students think that it’s difficult to distinguish the vocation significance of the skills that are by and by much looked for by the business group. This challenges teachers and educational programs organizers. Our investigations of dialect and culture learning when all is said in done and ICT encouraged learning specifically demonstrate that learning as development in collaboration with associates and instructors is effectively supported by ICT in various settings, yet in addition that specific essentials must be satisfied to acquire the important inspiration to learn by any stretch of the imagination. In any case, our investigations likewise demonstrate that when student inspiration is available regarding dialect and culture taking in, the utilization of the correct ICT tools /stages in the given circumstance will support students in assuming liability for their own taking in, the result of which would have a tendency to be more

profound than the taking in results from the more conventional classroom.

Implications for further work

The outcomes shared here are preparatory as in the investigation is proceeding with a bigger number of schools and colleges, and moreover the business group edge is not canvassed in this paper. The expanded number of schools and college courses that are at present being incorporated into the investigation will in time give more broad and strong information; however, right now, the new information proposes that our preparatory discoveries are being substantiated, similarly as new measurements and bits of knowledge are being included. Likewise, subjective information are being gathered from the business group favor a view to distinguishing and planning the requirements for activity skillful graduates to enter the professions; our proceeding with examinations will empower us to pinpoint the most remarkable learning indicates that need be tended to in the education division in future.

** ICT: Information and Communication Technology.

References

1. Bateson G. Steps to an Ecology of Mind, Ballantine Books, and New York, NY, 1972.
2. Bialystok E, Hakuta K. In Other Words – The Science and Psychology of Second Language Acquisition, Basic Books, New York, NY, 1994.
3. Biggs J. Teaching for Quality Learning at University, 2nd ed., Open University Press, McGraw-Hill Education, Maidenhead, 2003.
4. Deci E, Ryan R. The paradox of achievement: the harder you push, the worse it gets, in Aronson, E. (Ed.), Improving Academic Achievement: Impact of Psychological Factors in Education, Academic Press, and Boston, MA, 2004, 62-90.
5. Do rnyei Z, Skehan P. Individual differences in second language learning, Doughty, C.L. and Long, M.H. (Eds), The Handbook of Second Language Acquisition, Blackwell, Malden, Oxford, Melbourne and Berlin, 2003, 589-630.
6. Hermansen M. Relearning, Danish University of Education Press/CBS Press, Copenhagen, 2005.
7. Huczynski AA, Buchanan DA. Organizational Behaviour, 6th ed., FT Prentice Hall, London, 2007.
8. Illeris K. the Three Dimensions of Learning: Contemporary Learning Theory in the Tension Field between the Cognitive, the Emotional and the Social, NIACE, Leicester, 2002.
9. Meyer KD, Turner JC. Discovering emotion in classroom motivation research discovering emotion, Educa. Psychologist. 2002; 37(2):107-114.
10. Mondahl M, Jensen KA. Lexical search strategies in translation, META. 1996; 41(1):97-114.
11. Mondahl M, Svendsen LP, Lenstrup C, Faizi AZ. Sprogkernen II – A Report from the Implementation of the Recommendations from Sprogkernen I, Copenhagen Business School, Copenhagen, 2012.
12. Nygaard C, Højlt T, Hermansen M. Learning-based curriculum development, in Harman, G, *et al.* (Eds), Higher Education, Springer Science & Business Media, Heidelberg and New York. 2008; 55:33-50.
13. Romme AGL, van Witteloostuijn A. Circular organizing and triple loop learning, J. Organizational Change Management. 1999; 12(5):439-454.
14. Svendsen LP. Enhanced learning outcomes from didactic experimenting", Presentation Made at the Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA, February, 2012, 8-10.