

Social Media in Flipping: A New Pedagogical Paradigm

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Abstract: Social media have become an important aspect of a student's everyday life. Students use Facebook, WhatsApp, and YouTube etc. for communicating with friends and playing games. Since they use Social media sites frequently with great comfort, a teacher can exploit these entertainment-oriented sites as an edutainment tool. A flipped classroom is an innovative approach that changes the traditional method of delivering lecture in the classroom by inverting the instructional cycle; in which students get knowledge of the topic before the class. Social media can be used by Teachers for discussion, sharing video and document links. By using Social Media in teaching and learning, the role of the students shifts from being passively receiving the knowledge to actively seeking the knowledge. Moreover, interactions with teachers become more instant since teachers and students both can respond quickly via these sites. As a result, these have an excellent potential to serve as a lifelong learning channel for teachers as well students in Flipped Classroom Approach.

Keywords: Flipped classroom, Higher education, Social media

"If you are on social media, and you are not learning, not laughing, not being inspired or not networking, then you are using it wrong."

Germany Kent

Currently there seems to be no sphere of education left where the social media are not involved. Nowadays, the educational process is continuously connected with social media. It is a pity that the young people online does not seek the information, but usually just communicate pointlessly with each other but through Flipped classroom model; Students enter the informational process completely.

Social media have been defined as a category of online media where people talk, participate, share, do networking, and bookmark online. Most social media sites encourage discussion, feedback, voting,

comments, and sharing of information. It's more of a two-way conversation, rather than a one-way broadcast like traditional media" (Jones, 2009). Missildine et al (2013) defines flipped learning as a hybrid method that uses interventions to interchange lecture time to "homework" and utilizes interactive learning for the face-to-face classroom time. Flipped classes encourage students to learn the contents of the course prior to coming to class and practice the materials with discussion or task-oriented exercises (Li et al. 2013).

Teachers always strive to adopt new instructional approaches to encourage and motivate students to learn, social media can be one of the best candidates. Plus, blended learning is possible via using social media as complement distance education environments and thus bridging the gap between technology and pedagogy (Brady, Holcomb, & Smith, 2010; Lee & McLoughlin, 2010; Veletsianos & Navarrete, 2012). Flipped learning is a new form of blended learning in which the traditional instructional cycle is inverted so that lecture contents are moved outside the classroom allowing for more practice and interactions inside the classroom (Strayer, 2012). This pedagogy allows teachers to spend greater amounts of time tutoring students in place of lecturing them, benefitting children with a range of abilities, interests and needs. Social media provides resources in different formats such as video, website links, files and audio recordings giving the student a wide range of preference (Seaman & Tinti-kane, 2013). Social Networking Sites such as Facebook, WhatsApp, Twitter etc. are expanding quickly. Flipped learning models suggest leveraging the access of online video/materials to students prior to coming to classrooms, so that students are adequately supported and prepared to participate in more interactive activities, such as problem solving and discussions (Davies et al. 2013; Kim et al. 2014).

Social Media for Flipped Classroom

- Most students are familiar with the interface and are comfortable with using it, so it is easier to build into their routine
- Encourages collaboration and communication among groups of all sizes.
- Extends the classroom and can assist you in helping manage your students time
- Has been employed successfully for: induction, assessment, feedback, time management and research management
- References, links and resources can be shared easily

- Integration with the mobile internet (e.g. tablets & Smartphones) means students can engage with discussions and materials when they want which provide flexibility of delivery & access

Facebook: Facebook is increasingly popular worldwide. It is reported that Facebook had passed Google in terms of time spent online (Sterling 2010). Teachers through Flipped Model can get the benefits from Facebook instead of being against the usage of Facebook by creatively employ its tools such as wall for posting comments, galleries for posting images, videos and messaging facilities. A 'news feed' on the main page allows the teacher to send the latest activity, material, video etc. This can act as a useful aggregator of information for class collaboration and support students' continuous learning activities. Facebook's diverse social features have been proved to play an important role in enhancing communication, interaction, collaboration, and knowledge sharing in teaching-learning contexts (Barczyk & Duncan, 2013; Hung & Yuen, 2010). Bowers-Campbell (2008) argues that the use of Facebook may be helpful in improving low self-efficacy and self-regulated learning. Goertler (2009) suggests that Facebook is of special interest for the communicative classroom, such as language classroom, for there is active interaction and engagement with and among the members and the content of the site.

A well-acknowledged benefit of using Facebook is fostering interaction with friends and teachers (Hamid, Waycott, Kurnia, & Chang, 2015; Irwin et al., 2012; Ophus & Abbitt, 2009). It was found that student users most valued Facebook for effective exchange of studies-related information, organizing academic groups, and interpersonal collaboration (Manasijevic et al., 2016)

Instagram: A Teacher can use Instagram in a Flipped Teaching as-

- By discovering the work of contemporary artists on Instagram or pull up an artist's Instagram page instead. Here students will be able to see their most recent work.
- Exploring hashtags with the students. This is one of the great features of Instagram as it connects a community. Hashtags are a great way to explore different experts and work being shared.
- By posting content for student interaction.

Twitter: It is an amazing social media platform. Its incredible benefits can be unlocked when it is used the right way. Various ways to use Twitter in the Flipped classroom are-

- Teacher can use it to give a quick recap of a lesson that he just finished teaching.

- Students can learn according to what and when suits them the best. The level of customization allowed by Twitter cannot be achieved through traditional classroom methods.
- The topic can be made more interactive and interesting by connecting Twitter to different types of multimedia, such as YouTube.
- Teachers can transmit concepts, links and information faster as Twitter makes things comprehensive and precise.
- Teachers can use it as the perfect bulletin board to share important news, notices, pictures and urgent pieces of information related to the topic with the students. Twitter allows teachers to communicate with the students timely.
- Use hashtags

WhatsApp- Teacher can send Links, His own Videos, pictures, Expert's videos, Docs., Pdfs, PPTs related to the Content he want to cover through Flipped model of teaching learning with the help of this social media App. Teacher also can create specific groups of specific students and share particular content with them. This way Students of all levels can be benefitted. It take care of the diversification of the students and caters to the needs of the individual students.

Conclusion

Social Media sites enable a teacher to extend the classroom teachings in new and interesting ways. In the broadest sense it enables communication, collaboration and network building around areas of common interest in particular discipline. This supports a form of 'social learning' – constructing learning in a social setting. The flipped classroom plays an important role in enhancing the positive role of the learner during the educational process by providing the students with content before the lecture by the use of technology and exploiting class time in debates, problem-solving, creating, synthesizing, and applying the knowledge. Flipping the classroom creates an ideal merger of learning through social media sites and face-to-face instruction.

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