

Effect & Impact of New Media on Learning Culture Among Students between the Age Group of 18-20

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Abstract

The term 'New Media' has become the most prominent component in the fast growing world. It provides a framework where people across the world can communicate, exchange messages, share knowledge, and interact with each other regardless of the distance. The nature of new media as a means of communication has also lead to a place where people interact to share knowledge and thereby learning process takes place. When we look at it from the institution perspective, new media has done an immense job by helping the academicians as well as students in their learning as well as knowledge gaining level.

The principal objective of the study is to find out the role of new media on learning culture among students between the age group of 18 to 20. The research methodology intended for this study is quantitative method. The quantitative method of research would enable for a wider scope to collect the opinion and feedback from the target audience i.e. students between the age group of 18 to 20. The questionnaire will be distributed to 50 students and 50 teachers to gain the result. With the objective to analyse the impact of new media on students basically from their study and learning perspective, the paper aims at collecting the statistics of the same.

At the same time this paper also revolves around the teacher-student learning process through which paper is able to find out the impact of new media on both students as well as teachers in their teaching-learning process.

Keywords: New Media, Learning Culture, Students, Formal Education

Introduction

Social media tools have become common in the educational learning process by gaining a high level of acceptance. The importance can be seen by observing such tools in traditional learning process too. Social media tools permit people to exchange, share a piece of information, videos, photos, or share knowledge and dissimilate complex messages in an easy and understandable manner. Use of social media tools in teaching-learning process is like a free flow of communication between the author and the active users. I would call such users as learners, who are active and learn through social media tools. Use of social media tools in a traditional learning process has a strong effect on the learners.

Social Media Tools

The social media has gained popularity ever since its origin. It has contributed to different streams of learning and exchanging knowledge and information. The tools act as a forum to communicate between the educators and learners. They not only help in conveying complex messages but also reaching all levels of learners. Social media tools could be identified as the tools which facilitate the easy and free flow of complex messages between the tutors and learners.

Learning Culture

To understand the learning culture in the Internet era, it is better to have a glance at the traditional learning culture. When we talk about learning culture from the traditional perspective lets go around 5-6 years back. How learning

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used to take place specifically among students. The Internet as a means of formal learning among students was really thought twice in the early years. It was really an unthought-of option to refer Internet for any information.

But when we compare to the current scenario, it has changed completely to the extent of Internet being the first option to fetch any information among students. It is hard to believe that from no use of Internet in educational level it has come to the situation that we cannot imagine learning process without the use of Internet. Here the thinking matter is that how Internet really affects the learning culture. Has it made any positive effect or negative effect which makes students lazy to attend and listen to classes, Since every bit of information is available online? To fetch any information one need to have personal computer, and an Internet connection. You have all the information ready at the tip of your finger.

Social Media Tools and Learners

New media is evidently popular among students. Social networking sites like Facebook, Twitter and others are so famous that it has become one of the prominent options in their leisure time. It is proved from the work of Hollingworth *et al.* (2009) in their paper, *The influence of new media technologies used in learning on young people's career aspirations*. As key findings in the paper it was said that pupils report frequent use of new media technologies outside of school, such as social networking, creating music, building Myspace pages. However pupils don't make connections between their informal and formal learning.

Social media tools have become the integral part of teaching in contemporary learning world. Here everything is connected to the Internet or use of tools such as slide shows, power points presentations, use of multimedia in subjects like graphs, charts or use of graphic images in conveying of complex concepts.

It is not wrong to say that social media tools and learners are connected to the extent that a learning process without the support of such tools cannot be imagined. This is probably the reason why Internet has made a milestone in institutional learning process. By carefully selecting the communication medium/tools, tutors can reach at all levels of learners. With the problem of learners having difficulty in understanding, few concepts can be sought out easily.

Literature Review

Dr. Tripathi, Durgesh & K. (2011) in their paper, *Impact of New Media on Teenagers (A research based on the positive and the negative impact of new media on teenagers of Delhi)*, have pointed out the negative and positive impact of New media on youth. The paper enlightens us to the fact that 40 % of the teenagers prefer social media networking sites for the communication. The new media has become a venue for the social interactions and discussions among youth. The paper also explains the relationship between the youth and new media in terms of social interaction and communication.

Another paper, *Impact of media use on children and youth* (2003), deals with the sociological and psychological impact of new media on youth specifically children. The study precisely learns the impact of media such as television, music videos, Internet, advertisements, and video games on children.

The book, *Studying Media Effects on Children and Youth: Improving Methods and Measures*, talks about the omnipresent feature of media and its effect on children and youth. The study also talks about the methods' improvement and possible measures that can be taken in order to solve the growing problem.

Shilpa (2014), in her research paper, *New media technology in education- a genre of outreach learning*, has spoken about the presence of new media technology in education. The study also concentrates on the genre of outreach learning and new media tools for learning.

Objectives

The main objective of this paper is to find out the role of social media tools in enhancing the experience of a learner. How social media tools help those learners and enhance their learning experience is the core goal of the paper.

Methodology

This study employs a constant comparative analysis which will analyse and interpret the data collected from the participants using questionnaires and in-depth-interview methods. The qualitative research methodology will be suited for this study since it facilitates to collect the data and interpret in order to find out the effectiveness of social media tools in enhancing the learning experience

of learner. The constant comparative analysis enable researcher to take one piece of information/data and compare it with remaining data which are either similar or different, ultimately classifying the significant disparities.

Analysis

From the detailed analysis and interpretation of the survey method we learn that students refer Internet for the learning purpose. From the questionnaire distributed we study that both teachers as well as students refer Internet and social media tools for their learning purpose. It is studied from the interview that students as well as teachers prefer social media tools in teaching-learning process. It is also proved from both learners' as well as tutors' interviews that social media tools do help in enhancing the learners' experience. Out of 50 students 15 were males and 35 were females. Students were chosen from different streams like, journalism, nursing, pharmacy, commerce, and science background. Out of 50 students 11 were 18 years of age, 17 were 19 years and 22 were 20 years of age. From the questionnaire we learn that 24 participant lived in village and 27 in cities.

Table 1: Participant Student's Age, Gender and Region they Live

Age	Gender	Where they live
18: 11	Male: 15	Village: 24
19: 17	Female: 35	City: 27
20: 22		

Data Analysis of Student Participants

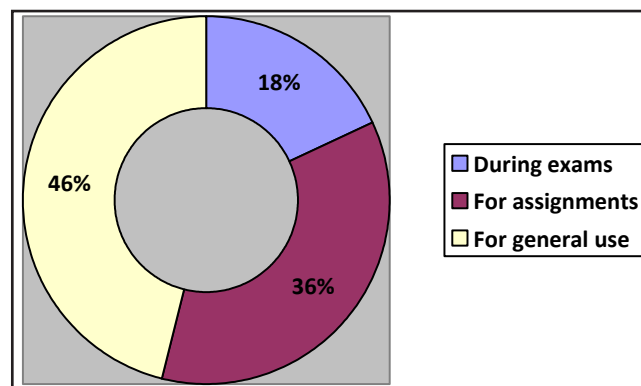
Commenting on the use of social media tools in learning process among students, we can find the massive use among the age group between 15-20 years. 99% of students use Internet for their study purpose. 99% students agree on the point that social media tools help in their learning process and it enhances the learning experience.

Out of 50 students 9 students use Internet only during exams, 18 students use Internet for their assignment purpose, and 23 students use for general use. This shows the use of Internet in the formal education. More students refer Internet for general purpose. With this result we can

say that only 18% refer Internet for their formal education only during exams.

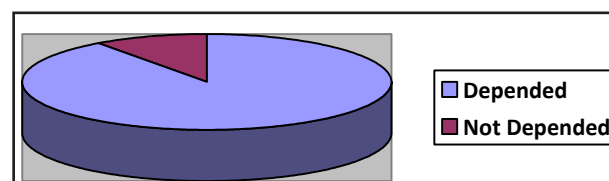
99% of students agree on the point that Internet helps in their study point of view and they share with their friends the information gathered from Internet.

Fig. 1: Various Purposes of Using Internet for Formal Learning



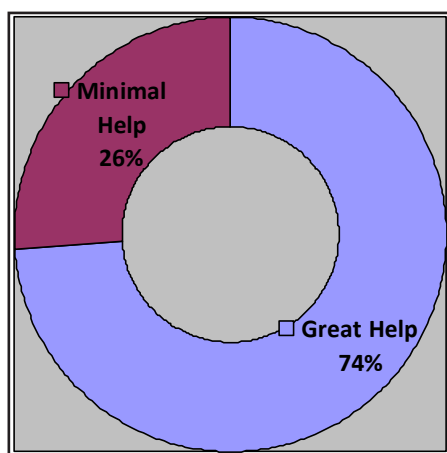
76% students do share the information which they get from Internet with their teachers whereas 24% do not share with their teachers. This helps us to analyse the fact how Internet and social media tools have helped in teaching-learning process and how Internet is creating a learning environment with sharing the knowledge. Here Internet and social media tools have become the source to learn and share the information.

Fig. 2: Dependency on Internet and Social Media Tools for Study Purpose



On the dependency on Internet and social media tools for the study purpose, 90% of students agree on the point that they depended on Internet and social media tools and 10% do not depend completely on Internet and social media tools for their study purpose. The robust feature of social media tools in conveying complex messages have made students depend on it for the study purpose.

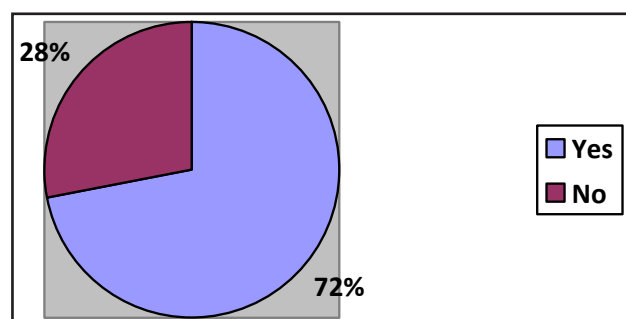
Fig. 3: How Helpful is Internet and Social Media Tools in Formal Education



74% of students believe that Internet and social media tools help them in greater aspects when it comes to learning formal education. 26% of students are of the belief that Internet has minimal help in formal education. When analysing the help of Internet and social media tools in learning process, we figure out that it is of great help to students, with 74%. It is observed that no students have told that Internet and social media tools are not helpful in their studies. Either great help or minimal help is the opinion by the participants. This can be analysed considering different streams of education. In the case of medical and nursing field, students may not refer to Internet and social media tools for their formal education. This might result in the answer of minimal help of Internet and social media tools in the formal education.

Vast information available online has a greater advantage for students to access anything and everything of their interest. This might enable students to refer or rather discourage them to listen to classroom lectures.

Fig. 4: Internet being the Reason of Discouragement to Listen to Classroom Lecture



With the questionnaires distributed we find out that 72% of students believe that Internet does not discourage them to listen to classroom lectures just because information is easily available online. 28% of the students vote for the vast information available online being the reason for the lack of concentration for the classroom lectures.

Along with the students, 50 teaching faculty were also given set of questionnaire. In order to understand the student learning culture, teachers were also included in the survey method. Teachers' opinions were collected to compare and analyse the impact of social media tools on learning culture among students. Teachers were carefully chosen from the same background as of the students. When we concentrate on students and teacher both being from same stream, this would make our objective clear and fulfilled.

Out of 50 teachers, 20 were females and 30 were males. 9 teachers were between the age group of 25-29, 14 were between the age group of 30-34, 7 were between the age group of 35-39, 10 were between the age group of 40-44, and 10 were above 50 years of age.

Table 2: Participant Teacher's Age, Gender and Region they Live

Age range		Gender	Where they live
25-29:	9	Male: 30	Village: 7
30-34:	14	Female: 20	City: 43
35-39	7		
40-44	10		
50 and above	10		

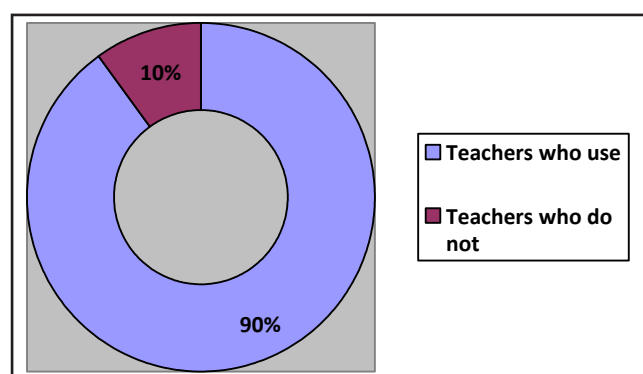
Data Analysis of Teacher Participants

From the data analysis and interpretation we figure out that 90% of the teacher's access Internet as well as use social media tools for their teaching purpose. They agree on the point that Internet and social media tools do help them in their teaching purpose. The remaining 10% do not use Internet and social media tools for teaching purpose.

Commenting on the use of Internet and social media tools among teachers, it is fair to say that the different streams of education can be considered.

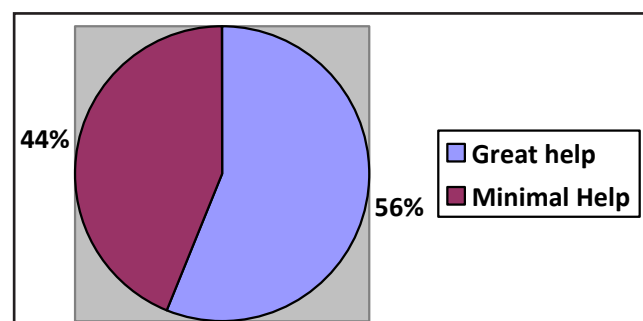
On the sharing of information accessed from Internet with their co-workers, 68% of the teachers do share the information with their co-workers whereas 32% do not share the information.

Fig. 5: Use of Internet and Social Media Tools for Teaching Purpose



50% teachers believe that students use Internet for their study purpose and remaining 50% strongly disagree on the use of Internet among students specifically for the study purpose. One teacher opined that, “students may not know what to refer and what not to, they might refer everything and ultimately know nothing. They need guidance from the teachers regarding the appropriate reference source. This is where teachers play a role in helping students understand the right source of information”.

Fig. 6: According to Teachers the use of Internet and Social Media Tools Among Students



On the use of Internet for students for their study purpose, 56% of teachers believe that it does help students at a greater level. 44% of teachers believe Internet has minimal help for students in their study point of view. Teachers believe that even though Internet has vast information students need to know what to refer and what not to. This decision is very important when it comes to exam point of view. Internet and social media tools can be effective if used appropriately. It will be of great help if accessed at the relevant source.

70% of teachers depended on Internet for teaching purpose, while 30% did not depend. It is found from the analysis that, even though teachers refer Internet for their

teaching purpose, they do not wish to disclose the fact that they have depended upon Internet. They agree that it helps them but do not agree that they have depended on Internet.

They also believe that Internet helps in up gradation of evidence based on studies. But at the same time they fear the dependence nature among students on Internet and social media tools.

From the data collection we can say that even though teachers refer Internet and social media tools few are really not convince at sharing the source of information. The dependence on Internet and social media tools for learning and teaching purposes is more in the field of applied sciences than medical and nursing field. It could be the reason of plenty of available books and notes in book form. Henceforth the use of Internet and social media tools among teachers depends on particular field.

Conclusion

From the detailed analysis and interpretations of data we observe the massive spread of Internet and social media tools in the field of education. It has made an immense impact on the teaching-learning process. Internet and social media tools have been helping both students as well as teachers in their formal education. But to generalise, the use of Internet and social media tools for formal education on the basis of this study is not appropriate because the statistics may vary depending on each stream. Students and faculties in the field of applied science may use Internet more than other field. There could be lots of reasons for the same. It could be the changing techniques, trendy news, and daily news so on.

The study showcases the behaviour and nature of students in usage of Internet. By concentrating on the teacher's point of view it has been able to get deeper point on students and their learning culture.

By comparing between students and teachers we learned that around 99% of students use internet whereas 90% teachers. This shows the popularity of Internet for study purpose. The statistics also helps to reveal the teaching-learning relationship between students and teachers. By examining the sharing of content accessed from Internet with their teachers, we learn the behaviour where most of the students do not share the information they accessed from the internet. This could be analysed both negatively

as well as positively. Because all the information students accessed online may or may not be relevant. This is where the question of impact of new media on teacher-student relationship arises. Getting information online is easier and quicker, but what kind of information students get is a major question. They may or may not crosscheck with the source. But both the cases students need guidance and suggestion that is where the relation between students and teacher has to be developed in the digitalised learning process.

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