Abstract

The proliferation of social media platforms freely accessible online using mobile devices and the immense interest of this generation of students in such platforms to the detriment of their studies has cause for concern. Therefore, it becomes imperative to find a way to make them use the social media for useful purposes. The primary reason for this study is to determine the feasibility of adapting the use of social media in teaching and learning; and to assess the effectiveness and efficiency of these media for instructional engagement by instructors and learners at the second cycle institution level in Ghana. In the course of the study, Facebook© and WhatsApp© were used to supplement traditional classroom instruction and the impacts on students’ motivation, performance and learning experience were assessed. Qualitative Case Study research method was used for this study. The results of the study demonstrate positive results in the use of the social media (Facebook and WhatsApp) to augment classroom teaching and learning with respect to students’ motivation, performance and learning experience suggesting effectiveness and efficiency of the instructional blend. Implication of the results is that the findings can be utilized as a reference for educators and curriculum designers
to find meaningful use of social media for teaching and learning in second cycle institutions in Ghana. The study however reveals some challenges such as affordance, access to mobile devices and irregular power supply that need to be addressed in order not to exacerbate the problem of digital divide.

References

Adaptation and Effects of Social Media in Teaching and Learning at the Second Cycle Institution Level in Ghana

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Index Terms

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Keywords

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