

# Social Media: Future of Digital Pedagogy

**Rinku Sethi**

*Journalism and Mass Communication*  
*Bharati Vidyapeeth's Institute of Computer*  
*Applications and Management*  
 New Delhi, India  
 rinku.sethi@bvicam.in

**Sheel Nidhi Tripathi**

*Journalism and Mass Communication*  
*Bharati Vidyapeeth's Institute of Computer*  
*Applications and Management*  
 New Delhi, India  
 sheel.nidhi@bvicam.in

**Ayushi Chopra**

*Department of Journalism and Mass*  
*Communication*  
*Bharati Vidyapeeth's Institute of Computer*  
*Applications & Management*  
 New Delhi, India  
 ayushi.chopra@bvicam.in

**Vanshika Bhatia**

*Department of Journalism and Mass Communication*  
*Bharati Vidyapeeth's Institute of Computer Applications &*  
*Management*  
 New Delhi, India  
 vanshika.bhatia@bvicam.in

**Jagriti Basera**

*Department of Journalism and Mass Communication*  
*Bharati Vidyapeeth's Institute of Computer Applications &*  
*Management*  
 New Delhi, India  
 jagriti.basera@bvicam.in

**Abstract-** The growing landscape of higher education has observed a significant revolution with the integration of digital tools into pedagogical practices. Among these, social media platforms have surfaced as powerful pedagogical tools, redefining the technique students communicate, engage, and learn with academic content. The purpose of this study is to explore the comprehensive character of social media in academic settings understanding its potential and its limitations as a means for teaching and learning. As we are aware that pedagogical tools include diverse strategies such as inquiry-based learning, project-based learning, and technological interventions, this study tries to find out as how social media ally with these new approaches. A sample survey of educators and students in Higher Education is being conducted to analyze the use and implications of Social Media in different learning processes, how do the students engage and is there any sort of personality development. The study will also explore the integration of Social Media into online learning environments. By conducting a sample survey among students and educators in higher education, the study aims to analyze the impact of social media on learning processes, student engagement, personality development, and its integration into online learning environments. The findings are expected to provide valuable insights to bring forth how social media can be utilized in pedagogical contexts, while emphasizing the need of digital literacy, and ethical concerns. This research contributes to the ongoing discourse on educational innovation and the future of digital pedagogy.

**Keyword-** Higher Education, Social Media, Teaching Pedagogy

## I. INTRODUCTION

Education has rapidly evolved from traditional classroom teaching to dynamic, technology-driven learning environments in today's time. Pedagogical tools, which once primarily involved lectures, chalkboards, and textbooks are now being replaced by digital strategies such as project-based learning, inquiry-based learning and interactive media [6]. Noticeable is the use of Social Media amongst the most important digital developments which is influencing education today. According to studies social media has transcended its initial purpose of social networking to become a powerful medium for academic

engagement, knowledge dissemination, and collaborative learning with billions of active users across platforms like YouTube, Instagram, X (formerly Twitter), and LinkedIn, (Tess, 2013; Manca & Ranieri, 2016).

In terms of higher education, social media has to its credit a range of opportunities for educators and students. It offers platform for immediate communication, facilitates access to academic resources, encourages peer-to-peer collaboration, and also supports the development of digital literacy skills (Greenhow & Lewin, 2016). In addition, social media ally with constructivist and student-centered approaches, promoting active engagement, reflection, and identity-building (Junco, Heiberger, & Loken, 2011). Besides, it also improves students' personality development and widens their global perspective by divulging them to varied ideas and cultures.

However, the addition of social media into educational practices is not without challenges. Apprehension such as digital distraction, superficial engagement, privacy issues, misinformation, and the digital divide heave vital questions about its effectiveness as a pedagogical tool (Selwyn, 2012). Furthermore, the indistinct boundaries amid personal and academic utilization may direct to moral dilemmas and influence the seriousness with which students approach learning on these platforms (Manca & Ranieri, 2013).

This research aims to look at the dual nature—opportunities and challenges—of using social media as a pedagogical tool in higher education. A sample survey is being conducted among students and educators; the research examines how social media influences learning processes, student engagement, personality development, and its integration into online academic platforms. The study looks for to offer evidence-based insight to direct the effective and responsible adoption of social media in modern pedagogy.

### A. Objectives

- To analyze the role of social media as a pedagogical tool in enhancing teaching and learning experiences in higher education.

- To assess the impact of social media on student engagement, collaboration, and academic performance.
- To explore the contribution of social media to students' personality development and digital literacy.
- To identify the key opportunities and challenges associated with integrating social media into higher education pedagogy.

### B. Research Question

How does the use of social media as a pedagogical tool influence teaching, learning, and student development in higher education?

## II. REVIEW OF LITERATURE

The accumulation of social media into higher education has embarked widespread academic interest, mainly in relation to its pedagogical propositions. As education evolves in the digital age, educators increasingly explore new tools and strategies to promote engagement, improve learning outcomes, and carry holistic student development.

TABLE I. COMPARATIVE STUDY

Author(s) & Year	Focus of Study	Key Findings	Relevance to Current Study
Mishra & Koehler (2006)	TPACK framework	addition of content, pedagogy, and technology is essential	Basic understanding of digital pedagogical methods and techniques
Greenhow & Lewin (2016)	Social media in formal and informal learning	Social media promotes mutual, collaborative and student-centered learning	bring into line the constructive learning approaches
Junco, Heiberger, & Loken (2011)	Twitter's impact on performance and student's engagement	Twitter augments engagement and educational performance	Help's social media's role in learning improvement
Tess (2013)	Literature review on social media in education	Social media expands communication and group effort	widens insights into challenges and opportunities
Madge et al. (2009)	Facebook and informal learning	Use of more informal academic and social reasons	informal learning patterns are exposed
Manca & Ranieri (2013)	Facebook in learning	diverse results on academic use, possibilities for engagement	offers both prospects and challenges in education
Manca & Ranieri (2016)	Uses of social media by educators	profits and obstruction to faculty acceptance	Observations on teacher insights and readiness
Selwyn (2012)	Different important issues in social media and education	apprehensions around privacy, distraction, and ethics	Incorporates a critical perspective on implementation risks
Roblyer et al. (2010)	use of social media by Student and educators	Perception and usage between student and faculty	raises professional development needs
Veletsianos & Navarrete (2012)	formal learning environments with respect to Social networks	Helps to personalize and self-enhanced learning	highlights flexible, learner-driven environments

Social media platforms such as Facebook, X (formerly Twitter), YouTube, Instagram, and LinkedIn are becoming vital components of modern pedagogical practices beyond their actual use of social interaction.

The literature (summarized in Table I) shows that while social media has a lot of potential as a pedagogical tool in higher education, its importance and effectiveness is referred by various things or characters including student performance, educator willingness, institutional rules, and different ethical considerations. The double character—opportunity and challenge—necessitates a balanced, research-informed methodology to its integration in academic environments. This research thus aims to add to this discussion by empirically examining the role of social media in education/teaching, learning, and student improvement through a survey.

## III. METHODOLOGY

This study uses a quantitative research design using a survey to explore the role of social media as a pedagogical tool in higher education. The focus is on evaluating the challenges and opportunities it brings forth in terms of learning outcomes, student development, and personality development.

The populace of the study includes undergraduate and postgraduate students from various disciplines in higher education institutions across New Delhi. A sample size of 200 students was selected using stratified random sampling, ensuring representation across different streams (Arts, Science, Commerce, Engineering, and Media Studies).

### A. Data Collection Tool

For the primary data collection, a structured questionnaire was prepared. The questionnaire consisted of both closed-ended and Likert-scale based questions which were divided into the following sections:

- Demographics (age, gender, course of study)
- Usage of Social Media (frequency, platforms, purpose)
- Perception of Social Media as a Learning Tool
- Impact on Academic Engagement and Personality Development
- Challenges and Limitations

### B. Data Analysis

TABLE II. DEMOGRAPHIC PROFILE OF RESPONDENTS (N = 200)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	98	49%
	Female	102	51%
Age Group	18-20	75	37.5%
	21-23	95	47.5%
	24 and above	30	15%
Course of Study	Arts	60	30%
	Science	50	25%
	Commerce	45	22.5%
	Engineering	25	12.5%
	Media Studies	20	10%

TABLE III. FREQUENCY OF SOCIAL MEDIA USAGE

Usage Frequency	Respondents (n)	Percentage (%)
Daily	150	75%
Few times a week	30	15%
Rarely	15	7.5%
Never	5	2.5%

TABLE IV. STUDENTS' PERCEPTION OF SOCIAL MEDIA AS A LEARNING TOOL

Statement	Mean	SD
Social media assists me in understanding theoretical academic concepts better	4.1	0.7
Using of YouTube and Instagram for academic tutorials and resources.	4.3	0.6
For Assignments and other work I collaborate via WhatsApp/Telegram	4.0	0.9
Distraction from my studies due to Social Media.	3.7	1.1
Integration of social media into teaching strategies?	3.9	0.8

#### IV. RESULTS AND ANALYSIS

The findings indicate that:

- Majority of students dynamically make use of social media for academic alliance and self-learning.
- Platforms like YouTube and WhatsApp are extremely preferential for educational content and Interaction.
- Frequency of social media usage and higher academic engagement has significant association.

#### V. FUTURE SCOPE OF THE STUDY

This research helps in providing several ways for future research when it comes to the evolving role of social media and pedagogy in the higher education. As technology and communication platforms continue to move forward, additional investigation is necessary to understand their long-term impacts on academic learning, student engagement.

- *Expanding Sample Size and Diversity:* A more varied and bigger sample size covering multiple Institutions across different regions, areas, and educational programs to enhance the results of the findings.
- *Platform-Specific Impact Analysis:* Specific social media platforms such as YouTube, Instagram, LinkedIn, Telegram, and others, especially in discipline-specific contexts can be further studied and analyzed in terms of Digital Pedagogy usage.
- *Longitudinal Studies:* A longitudinal research could help in examining the sustained impact of social media tools on academic performance especially on critical thinking, digital literacy, and personality development.
- *Pedagogical Innovations and Faculty Perspectives:* Additionally more work can explore the role of faculty members in applying social media platforms into teaching-learning processes, which may include their

attitude, different challenges, and methods for increasing ethical use of digital tools.

- *AI and Algorithmic Influences:* In future research the growing integration of AI in social media, may be analyzed to know algorithm-driven content affects in student learning behaviors, information consumption, and ideological formation.
- *Policy and Curriculum Integration:* Future Research can also be done to find out how are the policies and national education frameworks (like NEP 2020) can effectively incorporate social media and digital literacy into formal curricula.
- *Cross-cultural or international* comparisons can be used to explore to understand how socio-economic and technological factors influence the adoption and effectiveness of social media in educational contexts.

By looking at the mentioned areas, future studies can contribute significantly to educational innovation and policy development, paving the way for a more interactive, inclusive, and technologically enriched learning environment in higher education.

#### REFERENCES

- [1] Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, 41(1), 6–30. doi: 10.1080/17439884.2015.1064954.
- [2] Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119–132. Doi: 10.1111/j.1365-2729.2010.00387.x.
- [3] Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: "It is more for socialising and talking to friends about work than for actually doing work". *Learning, Media and Technology*, 34(2), 141–155. doi: 10.1080/17439880902923606.
- [4] Manca, S., & Ranieri, M. (2013). Is it a tool suitable for learning? A critical review of the literature on Facebook as a technology-enhanced learning environment. *Journal of Computer Assisted Learning*, 29(6), 487–504. doi: 10.1111/jcal.12007.
- [5] Manca, S., & Ranieri, M. (2016). Facebook and the others. Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216–230. Doi: 10.1016/j.compedu.2016.01.012.
- [6] Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054. doi: 10.1111/j.1467-9620.2006.00684.x.
- [7] Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and Higher Education*, 13(3), 134–140. doi: 10.1016/j.iheduc.2010.03.002.
- [8] Selwyn, N. (2012). Social media in higher education. In A. Esposito (Ed.), *Researching Learning in Virtual Environments* (pp. 39–51). Amsterdam University Press.
- [9] Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)—A literature review. *Computers in Human Behavior*, 29(5), A60–A68. doi: 10.1016/j.chb.2012.12.032.
- [10] Veletsianos, G., & Navarrete, C. C. (2012). Online social networks as formal learning environments: Learner experiences and activities. *The International Review of Research in Open and Distributed Learning*, 13(1), 144–166. doi: 10.19173/irrodl.v13i1.1078.