



Social networks and students

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Abstract

The article analyzes the possibility of social networks usage (i.e. Facebook) in the teaching process. The advantages of web 2.0 usage are investigated and new levels of these new technologies integration into the educational process are suggested.

Keywords: Social networks, web 2.0 technology, Facebook.

Introduction

The timeliness of this problem is connected with the necessity to expand the range of the latest informational technologies in educational process.

Web 2.0. technology – a set of technologies of Web-based applications and users' interaction is, in our opinion, underused in pedagogy. Initially these programs were not designed for learning, but their didactic potential allows us to find a place for them in the teaching of different disciplines. Web 2.0. technology represents a kind of platform that supports a specific interaction, built on the principles of democracy. The determining factors for Web 2.0. are a person's social communication and personal preferences. Platform for Web 2.0 act as intermediaries between the people in the process of social interaction and enable the users to fill the site content themselves. They can add articles, photos, audio and video to the network blogs, leave comments, create the design.

Related Work

New services have extremely simplified the process of creating materials and publishing them online. Now everyone can not only get access to digital collections, but also participate in shaping their own web content.

Today, with the development of Internet infrastructure, one of the most common forms of Web 2.0-applications are social networks -the structure of social objects with social ties and relationships. The most common and popular in the world is Facebook, created in 2004 and currently numbering about 500 million users.

Issues of management training activities have been analyzed in many researches. It should be noted that in the pedagogical investigations in 1970s -1990s the idea of the pedagogical management was disclosed in such characteristics as the impact of the subject (the teacher) on the control object (student), aiming at the achievement of designated learning objectives. However, with the introduction of humanistic approaches in the

pedagogical process to replace the ideology of the pedagogical impact appears the ideology of management communication, cooperation, reflexive control. The ideas of pedagogical management have been developed. In accordance with them, pedagogical management should give an opportunity to professional and personal development of students. The task of the teacher as a subject of management is to organize an effective cooperative activity, giving every student an opportunity to reveal his personal potential¹.

Our Approach

The key point of the successful cooperative activity is the effective communication in the learning process. The management efficiency is inextricably linked to the quality of information interaction of subjects of the educational process, the meeting of the requirements of completeness, accuracy, timeliness, and continuity of the information used for making pedagogical decisions².

Managing the learning process should be complete by types of training activities, continuous in time, a convenient and expeditious for teachers and students. However, the analysis of the nature of traditional subjects interaction within the traditional organization of the educational process, without any technical means of communication usage, shows the fundamental impossibility of meeting these requirements. This occurs primarily due to the limitations of time, place and duration (and hence volume) of the teacher and students interaction, since it takes place only in the classroom during the training sessions³. At the same time, as noted above, technology has reached a level where the connection of subjects of communication is possible, in practice, at any time and from any place where the information can be transmitted in any form of presentation (text, sound, static and dynamic image), that has created a prerequisite for their active use in solving problems of the educational process management. However, the use of modern communication technology has not yet been sufficiently developed in the practice of university teaching. A few years ago, teachers and students considered social networks merely as a source of entertainment and communication. Whatever it was

– blogs, wikis, websites or social networks such as Facebook - it had little to do with education.

Today social networks open up new perspectives in education. People living in different parts of the world can communicate regardless of time and space. Modern trends in Internet development urge to revise methods of teaching in the new socio-economic conditions where computer networks have become a major universal means of social communication. Modern technologies allow taking the best of classical teaching and updating it with opportunities. Books and boards are located in enclosed spaces, schools and colleges, but students elsewhere: they are permanent residents of virtual spaces, create a new way to interact and feel comfortable!.

In addition to the incredible popularity of use among students, Facebook has several unique features and characteristics that allow its use in teaching: notice boards, instant messaging, email, possibility to post videos and photos, possibility to create a group: a single page can be created specifically for the course, possibility to send a message to all members of the group, possibility to integrate Facebook applications, expand the functionality of Facebook -anyone can post information and to work within the system, privacy-control to manage the fact that everyone can see or cannot see, when making a group, you automatically become the its administrator and have complete control over who joins the group and what can be placed on the wall of the group.

Students can use Facebook

to communicate with the classmates about matters relating to assignments or examinations, to work together on assignments and projects of the group in an online environment.

The main purpose of the experimental part of this study is the practical test the original hypothesis about the possibility of training activities management on the basis of the social network that enhances the effectiveness of technical high school students training.

On the recital stage of the experiment (2009-2010 years) was the research problem defined. It intends to find theoretical, methodological and technological approaches, with the help of which a teacher effectively use modern means of communication for pedagogical management. The theoretical analysis of the philosophical, pedagogical and psychological literature on the subject of research was carried out, observational material was accumulated, the experience of

teaching subjects was analyzed, and the possible forms of remote interaction between teacher and students were studied.

On the formative stage of the experiment (2010-2011 years) the teachers used all the components of the remote control system of educational activities. Was justified A set of indicators and criteria that reflect different aspects of the effectiveness of its application were presented, as well as the procedure of these indicators measuring. In particular, the score (a 100-point scale), that the student got in the examination test at the end of the school year was taken as a performance indicator. The results of the students who learned without remote management system were taken as controlling.

The results of the students, who learned with the active usage of the management on the basis of the social network, were taken as experimental. Testing was performed using the same measuring materials of the structure and complexity of tasks, certified by the university to assign a degree of "Bachelor," that provided an opportunity to compare the results.

Conclusion

So, we can draw the following conclusions: The use of social networks and social communication in the teaching process is quite an interesting alternative to the traditional form of education; Creating online communities can enhance interaction between students and teachers; Courses adaptation with the help of social communication and community enhances students' motivation to perform various group assignments. Further studies of new methods and techniques of social networks usage in the teaching process are believed to be advanced and prospective.

References

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