Impact of Social Media, Technology, Pedagogy and Career Choice on Teaching and Learning at HEIs

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Abstract

New Education Policy (NEP) 2020 brings many changes in terms of flexibility, skill enhancement, holistic development etc. However, the issues related technology and other impacts still to greater extent remains the concern as it is not in the scope of Policy and requires measures at institute level and attitudinal change on the part of students and teachers.

The study uses simple descriptive analysis to explain the impacts of the identified variables viz. Social Media & Technology, Pedagogy and Career Choice. The study attempts to suggest the remedies based on the qualitative responses which can be used by Higher Education Institutes for reforms in teaching and learning.

Keywords: Technology, Pedagogy, Higher Education Institutes

Introduction:

Educational Institutes are encountering several challenges in the last two decades, few of which are digital disruption, exposure to social media, impact of peer pressures, immediate gratification, education going online during pandemic, gaps in parenting, changing industry dynamics, changing policies, changing laws etc.

However, educational institutes are trying their best to encounter through adaptation, modifications and becoming more agile. But, changing attitudes of students and teachers need to be addressed through a feedback loop mechanism.

Further Learning and Teaching challenges need to be revisited not only by the label of innovative pedagogy and use of technology but through counseling and mentoring which is the need of the hour.

Use of technology in classroom needs monitoring and engagement which is to be blended through interaction and innovative pedagogy. Regular feedbacks can help in further innovation and engagements

Literature Review:

Okoye Kingsley et.el (2020) in their study based on selected nine countries of Latin America discussed based on critical factors (HEIs) using descriptive and diagnostic analysis conclude that limited training and resources, access to internet and infrastructures contributed signifcantly to the challenges or level of adoption of digital technologies for education across HEIs in the LATAM region. The gap in the study through limitation is the region selected and the factors identified.

Vandeyar T (2020) in study set out to explore experiences of academics' as they made a pedagogic turn towards using social media technology for teaching in a resource-constrained context. The Technology Acceptance Model served as the theoretical mooring of this study. Data capture included a mix of semi-structured interviews, classroom observations, document analysis and field notes. Study suggests use of social media networking in higher education creates a viable form of technology enhanced teaching, particularly in resource-constrained contexts. Further studies should explore academics emerging pedagogical practices in their use of social media, and students' perceptions and engagement in social media learning communities.

Ansari, J.A.N., Khan, N.A (2020) study suggests that interactivity with teachers, peers, and online knowledge sharing behaviour has seen a significant impact on students' engagement which consequently has a significant impact on students' academic performance. Grounded to this finding, it would be valuable to mention that use of online social media for collaborative learning facilitate students to be more creative, dynamic and research-oriented. It is purely a domain of knowledge.

Devi, Kuruva et. el (2019) in their paper based on the gap of knowledge in adoption of social network sites in teaching and learning process in formal sites that can efficiency applied in educational system and provides direction for subsequences researches and as a guideline for future research in social network sites in education

Research Methodology:

Area	Tools and Methods
Data Collection	Primary and Secondary
Tools for data collection	Questionnaire and Interview Schedules
Sample Size	132
Respondents	Students of HEIs (Post graduate in Management
Sampling	Random
Area	Mumbai
Analysis	Descriptive

Analysis:

Responses of the students on identified factors

1. Use of social media and mobile	No	Don't want to respond	Yes	Total
a. I use social media on mobile during the sessions	6 (4%)	37 (28%)	89 (68%)	132
b. I refer to what is being taught in class on digital media	20 (15%)	39 (29%)	73 (56%)	132
c. I chat with my friends through mobile in class during the session	44 (33%)	42 (32%)	46 (35%)	132
d. I use mobile to check time during the session	15 (11%)	26 (20%)	91 (69%)	132
e. If session is interesting I don't use mobile for any of the above reasons	11 (8%)	22 (17%)	99 (75%)	132

Table 1 (Prepared)

From the responses it is quite evident that maximum students use social media/mobile during the sessions however if sessions are engaging and interesting students don't use mobile (shows more increase in non usage). However it is difficult to track the reason for the use of mobile in classrooms as it can supplement teaching or disrupt.

2. Pedagogy is not interesting	Disagree	Neutral	Agree	Total
a. Content taught in class is available on digital source and books	31 (23.5%)	31 (23.5%)	70 (53%)	132
b. Very less application based teaching	57 (43%)	29 (22%)	46 (35%)	132
c. Teaching methods used by faculty members are more or less the same	33 (25%)	33 (25%)	66 (50%)	132
d. There is lot of repetition by the same faculty	21 (16%)	41 (31%)	70 (53%)	132
e. Faculty members need to make session more interesting	20 (15.5%)	27 (20.5%)	85 (64%)	132

Table 2 (Prepared)

From the responses it is quite evident that the innovative pedagogy (which faculty members assume) is not engaging if it is used by all the teachers as it needs to be aligned to the subjects. Avoinding repetitions, more application based and created content can make teaching more effective

3. Difficult to link the classroom teachings with the career choice	Disagree	Neutral	Agree	Total
a. Internship experience and classroom teachings are difficult to relate	37 (28%)	29 (22%)	66 (50%)	132
b. Class room teaching does not orients in selection of career	42 (32%)	19 (14%)	71 (54%)	132
c. Questions asked during the interviews and sessions in class has gap	36 (28%)	27 (20%)	69 (52%)	132
d. Case studies taught and current business environment has gap	42 (32%)	36 (27%)	54 (41%)	132

Table 3 (Prepared)

From the above data it can be derived that students feel that there is gap between industry needs and class room teachings based on their limited understanding based on internships and interviews.

Remedies suggested:

- Classroom teaching should be crisp with the blend of conceptual and application
- Research and Analysis to greater extend should be through lab sessions
- Cases developed by the faculty teaching the subject will lead to novel content
- Research of teachers should culminate to the students
- Pedagogy can be regular. But, should attract interest of the students with more empirical evidences
- Internships can be planned for faculty members along with the students which can lead to more focused learning
- Digital media should not be used as tool but should be integrated with field work
- Social Media's excess use can dilute the learning and should not be forcefully embedded in the curriculum
- Every subject is different and hence pedagogy should be customized more on the bases of content rather than just to be innovative
- Career choice should be assessed at the entry level and certifications and other courses should be mapped. Blended learning can be used for these add-ons

Conclusion:

To conclude it is role of teachers that can help to overcome the challenges of technology, social media and classroom attentiveness. However, career plan should be dealt separately and students' participation during curriculum delivery will make a great difference.

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