



# **Social media as a Means of University Study Support**

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## IRNet


International Research Network for study and  
development of new tools and methods for advanced  
pedagogical science in the field of ICT instruments,  
e-learning and intercultural competences

# Theoretical background

**Bouda (2009)** introduces several definitions from various authors who define social media as:

- Tools that “provide easy use of collaborative working spaces by using various communication tools”;
- A means that enables communication, which has a different purpose than the traditional media. Social media is based on interaction between people. The public feedback (be it in the form of commentaries or editing the original text or content) is the key element;
- All Internet media, which enable gathering of the like-minded groups of people and the discussion about various topics (Chris Nobl);
- The so-called new media, or media 2.0.

- **Wigmore (2015)** stresses the importance of communication and the use of social media, “Social media is the collective of communications channels dedicated to community-based interaction, content-sharing and collaboration. Websites and applications dedicated to
  - forums,
  - microblogging,
  - social networking,
  - social bookmarking,
  - social curation
  - and wikis
- are among the different types of social media”.



**Jelínek (2015)** argues that social networks are not used exclusively by teenagers as more and more adults are starting to use them.

- In the Czech Republic, approximately 50% of the Facebook users are aged between 20 and 35.
- Social networks are used not only by students but also by teachers (which makes the education process more attractive to both groups).
- The following are the social networks intended for the field of education: **Twiducate, Class Tools, Edmodo.**



**Smetánková (2014)** refers that social media

- extends the possibilities of learning outside of school
- helps students become acquainted with real-life problems and situations (they can learn from one another and from experts).
- allow teachers incorporate new teaching methods into instruction.
- helps teachers in self-education by being connected to social networks

# Research on use of social media by University of Ostrava students

## Research subject:

- The use of social media by university students.

## Research goal:

- Collect and analyze data about the current situation concerning the use of social media and learn whether it varies in various forms of study.

## Research problem

- There are no relevant data concerning the University of Ostrava students' use of social media, which kinds of social media they know/use and what their needs and expectations are as far as this area is concerned.

## Research questions

1. How do students evaluate the need to cooperate when solving educational problems?
2. In which ways do students use social media within the scope of cooperation?
3. What is the reason for students' participation in virtual communities or social networks?
4. What motivates students to share the results of their activities in an electronic environment?



## Research hypotheses

H1: The daily attendance (DA) students evaluate the need to cooperate when solving educational problems differently than the combined study (CS) students;

H2: The degree of the use of social networks is different for DA students and CS students;

H3: The DA students and CS students have different reasons for participating in virtual communities;

H4: The DA students and CS students have different motivation for sharing the results of their activities in an electronic environment.

## Method:

Questionnaire,

Questions with multiple choice answers

## Sample:

Pedagogical faculty UO students

## Data collecting:

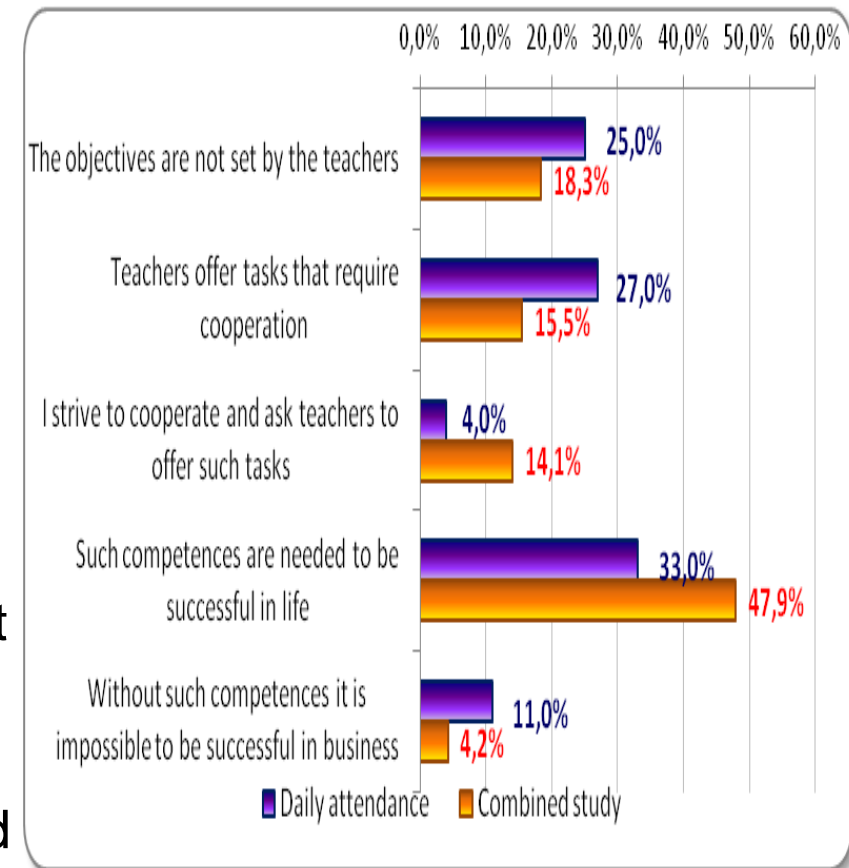
By electronic system Google Questionnaire in April 2015

Category	Count	%
Daily attendance students	100	58,5%
Combined study students	71	41,5
Women	141	82,5%
Men	30	17,5%
BA students	99	57,9%
Follow-up MA students	60	35,1%
MA students	8	4,7%
Ph.D. students	4	2,3%
Students of teaching study programs	143	83,6%
Students of non-teaching study programs	28	16,4%
Students – advanced users	77	45%
Students – intermediate users	89	52%
Students – beginners	5	2,9%
Total	171	100%

# Research question 1: Evaluation of the need to cooperate when solving educational problems

- The need to cooperate should not be determined by the teacher. In this particular case there is a 6.7% difference when compared to the CS students;
- Teachers assign tasks that require cooperation;
- The cooperation competence is very important in business; not having it makes it impossible to be successful in business.
- The CS students, unlike the DA students, strive to cooperate and ask teachers to assign tasks that require cooperation. Moreover, they are convinced that cooperation is essential to be successful in life.

**H1:** The daily attendance (DA) students evaluate the need to cooperate when solving educational problems differently than the combined study (CS) students **was confirmed.**

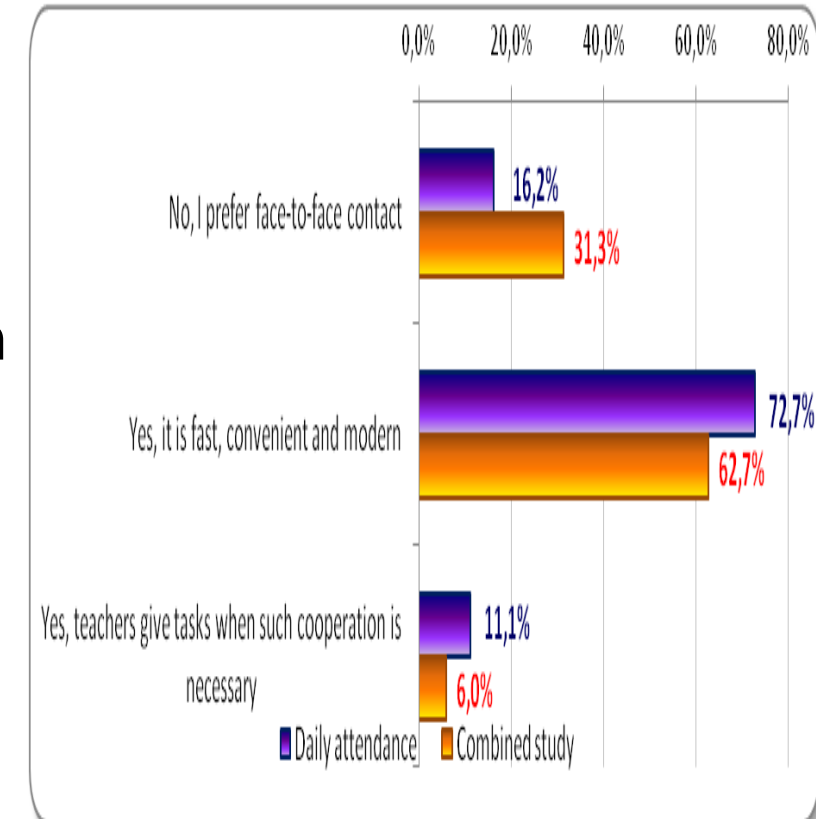


## Research question 2: Students' use of Social Media

Q: Do you use social services, e.g. social networks, for cooperation and teamwork?

- The DA students mostly think that the use of social media is a fast, convenient and modern way of information sharing and that it helps solve tasks and is useful in cooperation. The difference is 10%.
- The CS students mostly prefer face-to-face communication. The difference is 15.1%.

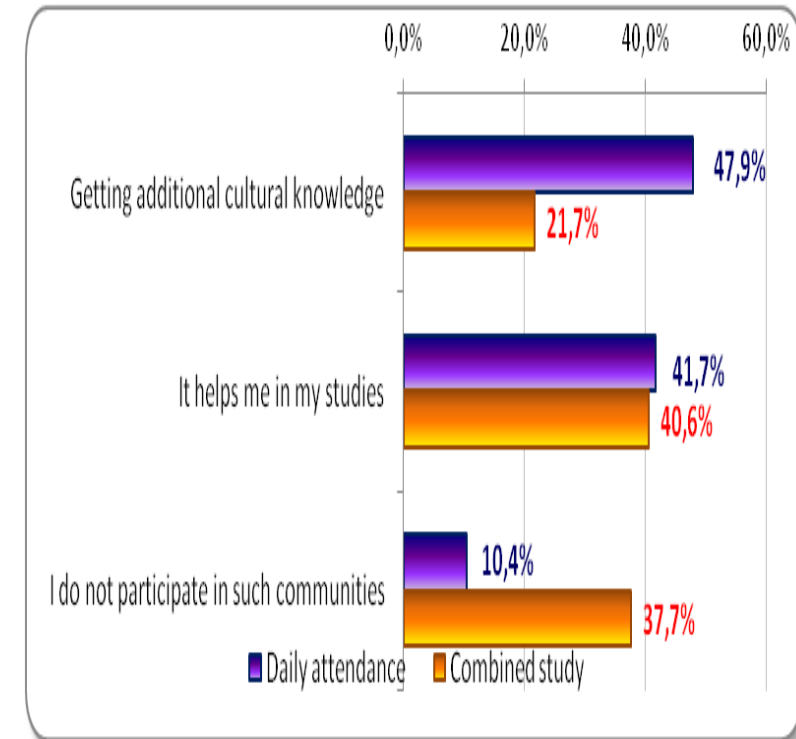
**H2:** The degree of the use of social networks is different for DA students and CS students **cannot be confirmed.**



## Research question 3: Main reasons for participation in social media

- The DA students tend to participate in student virtual communities in order to acquire additional cultural knowledge and because it helps them in their study.
- As far as the CS students are concerned, participating in student virtual communities helps them in their study.
- Interesting is the rate of not participating in such communities – 37.7% of the CS students do not use social networks.
- On the other hand, only 10.4% of the DA students do not use social networks.

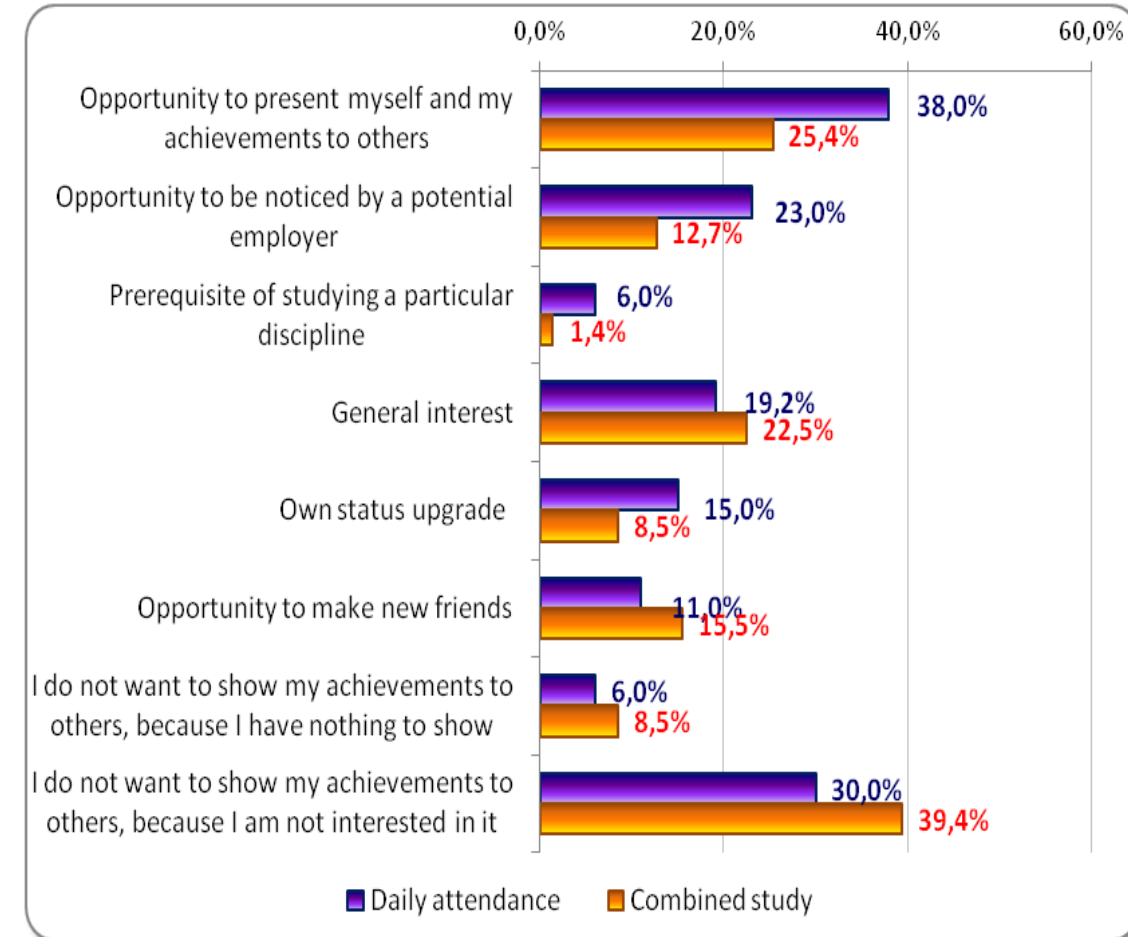
**H3:** The DA students and CS students have different reasons for participating in virtual communities **can be confirmed.**



## Research question 4: Publishing student's results

- The DA students, unlike the CS students, present themselves and their achievements to others.
- They are also more interested in being noticed by a potential employer, acquiring a scholarship or upgrading their own status.
- 30% of the DA students do not share their achievements with others because they are not interested in it.
- 39.4% of the CS students (which was the largest portion of their answers) had the same answer.
- Only 25.4% of them are interested in sharing their achievements with others and

**H4:** The DA students and CS students have different motivation for sharing the results of their activities in an electronic environment **cannot be accepted for any of the 8 parts of this question.**



# Conclusion

- The questionnaire results show that the use of social networks is a phenomenon, which should be used purposefully.
- Therefore, it would be interesting to find out which kind of education the users prefer and how much time they are willing to spend on it.
- The popularity of social networks among students and the time they spend there every day raises a question whether they could be used for formal education.

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# Thank you for your attention

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