

THEORETICAL BACKGROUND FOR THE DEVELOPMENT OF SOCIAL NETWORKING AWARENESS PROGRAMME STUDY

Mr. Rajendra Candrakant Thigale

Associate Professor, Tilak College of Education, Pune 30



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Introduction:- For any research study theoretical background is very essential. When we start the research work then mostly we are carrying out applied research and not fundamental research. Whatever work we are undertaking is having some theoretical background. Because till date psychologists put forth many theories by carrying out many experiments, now we are verifying these facts and findings and proving that true or false. Whether it is true in some cases or whether it is wrong in some cases. One's research might be based on one theory or many theoretical frameworks. For instance here is one example that is theoretical background for the development of social networking awareness programme. Here in this study there are key concepts such as what is social networking? What is awareness? What is social networking Awareness, What is programme? What are the steps of development of programme? What is the purpose of social networking? E.g. communication so what is communication? How communication takes place in modern age? E.g. ICT is used for the communication. So what is ICT? How ICT is used for the communication? Why communication is essential? Is it for keeping in touch with, i.e. connection so connectivism. What is connectivism? What is teaching and learning? How can one raise the awareness of any person? For instance pre-service teachers, they are adult, so how adult learns? All these questions are answered in theoretical background, and there are various frameworks such as theories of communication, theories of theories of learning, theories of connectivism, and theories of awareness. There are many theories regarding all these areas but research has to take some theories as the base for the research, because some theories are not of your use directly or indirectly or may be those theories which are keeping opposite view point to your research, so the researcher could not take them as the base, because those contradict the subject of researcher or planning and execution of researcher. Thus firstly select the frames of theories and then select the theories, study them properly and use the principles or laws or concept to pursue the research work.

1: Theories of Communication:

Communication Uses and gratification theory: This theory put forth by Katz in 1970, is concerned with how people use media for gratification of their needs. An outcome of Abraham Maslow's Hierarchy of Needs, it propounds the fact that,

- People choose to see the things which they wish to see, or read what they desire to read, and they select different media by comparing the features of the media which satisfies their needs. They use media for many purposes.
- Lull's found that families used television for communication facilitation, relationship building, intimacy, and for structuring the day.
- In general researchers have found four kinds of gratifications:
- 1. **Information** – Person can not live without information he/she wants to know what is happening around him/her - as well as to satisfy our curiosity. We get the information from the various sources such as news paper, radio, TV, etc, they give us a feeling that we are learning about the world.
- 2. **Personal Identity** - we may watch the television in order to look for models for our behaviour.
- 3. **Integration and Social Interaction** - we use the media in order to find out more about the conditions of other people. Media helps us to empathize and sympathize with the lives of others so that we may even end up thinking of the characters in programme as friends.
- 4. **Entertainment** - we may use the media simply for amusement, enjoyment, relaxation or just for fun or timepass.
- **Riley and Riley** (1951) children in peer groups watch or read adventure stories from the media for group games, whereas individual child watch media or read stories for daydreaming and fantasizing. Information received from the media can be used by different people for different aims
- **Katz** replaced the question "what do media do to people?" with the question "what do people do with the media?"
- **Katz, Gurevitch & Hass** the media are used by individuals to meet the Cognitive needs; Affective needs; Personal integrative needs; Social integrative needs; Tension release needs

- **McQuail, Blumler and Brown** suggested the individual used media to meet the various needs: Diversion, Personal Relationships, Personal identity or individual psychology, and Surveillance
- **B. Rubin and Bantz** (1989) studied the uses and gratifications of new technology they examined the uses of VCR and found that there are various motives for using VCR

The researcher also tried to use various other frameworks from communication point of view frameworks are as follows: Communities of inquiry (Garrison, 2009; Garrison et al, 2001); Communities of practice (Wenger, 1998); activity theory (Daniels, Cole, et al, 2007; Engestrom, et al, 1999); and actor-network theory practices.

Community of Inquiry (CoI) model developed by Garrison et al. (2000) the model focuses on a community of inquiry consisting of teachers and students. Learning occurs when three factors are present such as cognitive, teaching, and social presence. This framework is used as a basis to study facebook interaction between the student-teachers, student teachers and teacher-educators student evaluations of learning.

Wenger's communities of practice (CoP) (1998); this model is similar to COI model. How networked learning occur? Networked learning is similar to socially situated theory of learning where learning takes place due to social participation it consists of four aspects: Learning as community, learning as identity, learning as meaning, and learning as practice. Wenger's theory is useful to describe many interactions observed on facebook, blogs wikis, bookmarking and tagging.

Activity theory: it has socio-cultural perspective; activity theory (AT) provides a descriptive framework for considering online interactions. The activities take place in the society has some social and cultural context and this context needs to be studied. This theory is also used for the aims and objectives of using social networking such as facebook, blogs, wikis, bookmarking and tagging

Latour (1997) actor-network theory (ANT) focuses on nodes and connections. The nodes or actors may be human or non human entities or both. "...Actors and networks are mutually constitutive, meaning that there is no actor without action; that is, relationship with other actors and network is built on the mutual influences and intermediaries that actors exchange between each other..." (Esnault, 2007).

In present research this theory is used where the teacher is one actor and the students are other actors or vice a versa. There are human as well as non human factors thus this framework is also important, human factor such as teachers and students and non human factors such as content.

2: Theories of Technology:

Davis' Technology Acceptance Model (TAM): (Davis, Bagozzi, et al 1989) ICT has pervaded all dimensions of the society. If the students find the usage of ICT and its tools helpful then they will integrate the use of ICT in their environment for learning. TAM has been applied to various IT applications such as World Wide Web (Lederer, Maupin, et al, 2000) and (Moon and Kim, 2001). These studies are used to investigate various IT (Information Technology) applications and the reasons why users accept different IT. Ajzen and M.Fishbein theory of Reasoned Action states that if a person recognizes that the result from performing behavior is positive, she/he will have a positive attitude toward performing that behavior and vice a versa. If ICTs are integrated well into teacher training colleges and the student-teachers find it helpful in teaching learning then they will have positive attitude towards it and therefore take it more seriously so as to imbibe it in them, thereby improving their competency in ICT activities. Also, the teachers are most likely to introduce it in their regular set up even after teacher training when they join the school as a teacher they will teach their students to learn with the help of ICT and also inculcate skills and attitude among them, disseminate the competency throughout the educational system.

3: Theories of Learning:

Watson's behaviouristic theory: Learning is depending upon response and stimuli. The interaction on social networking tool is based on response to stimuli. As well physical activity is responsible for learning. Furthermore handling of social networking tools consist physical activity.

Cognitive theory (Jean Piaget)- Learning is a cognitive process, thus the cognitive theory is also one of the base of the present research, learning changes the behavior of the learner hence the behaviourism is also the part of this research, As the learning takes place in the classroom situation i.e.by means of face to face communication, without using technology or with the help of technology such as use of ICT means use of offline computer, as well as outside the class by means of online communication,(Asynchronous as well as synchronous)

J. Bruner's Cognitive Development: The teacher must give example while providing Instructions. It should be based on the real life experiences; this will make the students to learn. The package of instruction should be well organized so that it can be easily digested by the student. Instruction should be planed to help the students to explore the knowledge and or fill in the gaps. Learning is an active process and learners construct new ideas or concepts based upon existing knowledge. Dimensions of the learning process include selection and transformation of information, decision making, generating hypotheses, and making meaning from information and experiences. Bruner's Cognitive theory states about the structure of brain. It gives meaning to the experiences and organizes these experiences into information. As per this theory learning of new concept is always based on previous knowledge. The SNAP is based on previous knowledge, some awareness about web 0.1, internet, computer is required.

Thorndike's trial and error theory of leaning: he explained three laws for learning. SNAP is related to two laws among these 3 laws. Those are as follows.

(i) **Law of readiness:** After the step of awareness, readiness is required to accept the new ideas, vice a versa readiness is also required to see the new ideas around you, and readiness is required for the awareness. If student-teachers are ready for undergoing the SNAP. Then there will be learning content and that will enhance the social networking awareness.

(ii) **Law of practice:** Once you are aware or informed then you have to practice the new ideas. After practicing the new ideas you will also learn many new things, these new ideas will make you more aware. Novice teachers must practice social networking.

Digital Pedagogy: Digital pedagogy means use of digital technology to support traditional teaching learning principles. It includes some hardware such as computer, LCD projector, video recorder cams, MP3 Player, mobile, internet and some software such as various android apps, social networking sites etc. for teaching-learning process. The researcher used digital pedagogy to deliver the SNAP.

4: Theories of Connectivism:

Vygotsky's sociocultural theory: The teacher and students are on social media such as facebook, twitter etc and they are always remain connected to each other due to social networking tools or sites, thus connectivism is a theory of learning put forth by Vygostski. As well as social networking theory is also one of the bases of present research.

The learner can construct his/ her own idea individually as well as with the help of society or peers. It is a social process and knowledge construction depends upon the society as well as culture. According to Vygotsky's theoretical framework social interaction plays a vital role in the cognitive development of a child. According to Vygotsky's socio-cultural theoretical framework every child learns at two levels such as social and individual. The child can learn on his own depending upon his cognition but has some limitations where the learning stops. To achieve the next level or higher level of cognition he/she requires some help i.e. help from the peers or teachers or the society. Thus teachers or more experienced peers are able to provide support to the learner to understand difficult concepts of knowledge domains or development of complex skills. Thus ICTs can be used to support the learner by providing tools for discourse, discussions, collaborative learning techniques, problem-solving, and by providing online support systems to scaffold students' evolving understanding and cognitive growth.

Theory of connectivism- The theory of connectivism emphasizes that in the digital age, Learning is no longer an internal, individualistic activity. It depends up on networks and diverse multi-faceted networks. According to the theory of connectivism knowledge is developed because of connections and contribution of networked entities with the help of social networking. E.g.blogs, wikis, social bookmarking, social networking sites like facebook and twitter.

5: Theory of Awareness:

Awareness- Awareness can be defined as; the individual is exposed to a new idea or practice but lacks information about it. **(Rogers, 1962)** Awareness is a relative concept. Awareness may be focused on an internal state, such as a visceral feeling, or on external events by way of sensory perception.

Tomlin and Villa (1994) define awareness as "a particular state of mind in which an individual has undergone a specific subjective experience of some cognitive content or external stimulus"

Therefore, awareness is a process that sums up the knowledge extracted from an environment and updates it thanks to the interaction between the participants and their environments.

There are also further types of awareness, such as situational awareness, educational technological or information technological awareness.

Blooms taxonomy- According to **Blooms** taxonomy of learning domains (1956), there are three domains of learning, such as

1. Cognitive domain: - Cognitive objectives were further classified into six categories, viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.
2. Affective domain: - Affective domain objectives deal with Interest, Attitude, Values, Appreciation and Adjustment. They were further classified into five categories viz. Receiving (Attending), Responding, Valuing, Organization and Characterization.
3. Psychomotor domain: - Psychomotor domain is classified into five categories viz. Imitation, Manipulation, Precision, Articulation and Naturalization.

Cognitive and Affective domains are related to each other. It is hard to compartmentalize human behaviours clearly in terms of cognition and affect. The cognition and affect can never be separated. It is noticed that interest arises from increased information about something. Development of awareness is the first step after sensitization, which is also known as receiving, that leads in the development of attitude. Awareness comes under the affective domain. Awareness regarding a particular thing can be developed through the programme. Awareness is very essential for the use of particular thing in the life for the betterment of the life.

Social networking awareness: - Social networking Awareness can be defined as; the individual is exposed to a social media or practice but lacks information about social media, social tools, information communication technology, principles of sharing, safety and security measure, threats and consequences.

Awareness of social networking sites is generally high, although people are not necessarily familiar with the term. Ofcom survey (2007) despite young people being a core market of social networking sites, spontaneous awareness of the generic term 'social networking sites' was significantly lower than that of their parents. Once the term was explained, overall awareness was similar to that of their parents. Everyone was familiar to Facebook.

Social networking is one of the tools of communication or it is a kind of software, which is very useful in the communication. Teaching learning process is also based on the effective communication. In present days students and teachers are using technology in the classroom. As well as in future, there will be development in the technology. Thus Novice teachers must be well aware about the Web 2.0 technology or social networking tool.

Awareness Programme: - There are various kinds of programme developed for different purposes such as to impart the knowledge, to develop the awareness, to develop the attitude, to develop the interest, to inculcate the values or to develop the skills. The awareness can be enhanced through some programme or education. Such as, enhancing environmental awareness through marine education (M.A.J. Collins 1998)

The awareness programme is the set of different activities including the orientation lectures, discussions and practice sessions of theoretical component and practical component. The awareness programme increases awareness among the prospective teachers (Naravane, M. 1997)

Here the researcher tried to enlighten the readers that, how to select the theoretical background. What should be the framework of research according to the title or topics? Here researcher tried to give some references, because the list of references is very big.

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