British International Journal of Education And Social Sciences
Vol.6, No.5; May- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

PERCEPTION OF TEACHERS IN THE USE OF SOCIAL MEDIA IN TEACHING TECHNICAL SUBJECTS IN TECHNICAL COLLEGES IN ENUGU STATE

Onyebuenyi, Promise N. and Ojiri, Kingsley C.
Department of Technology and Vocational Education, Enugu State University of Science and Technology (ESUT) Enugu. Nigeria.

Abstract: *This study was conducted to determine the perception of teachers in the use of social media in teaching technical subjects in technical colleges in Enugu State. Two research questions and two corresponding null hypotheses guided the study. The study adopted a descriptive survey research design with the population of 44 respondents (33 male and 11 female teachers) sampled purposively from four technical colleges (T.C Ihe Achi, C.T.C Ahani Achi, GTC Enugu and C.C.T.C Ngwo) out of 29 technical colleges in Enugu State. The instrument for data collection was a structured 21-item statement questionnaire developed by the researcher sectioned A & B. The instrument was validated by three research experts while the reliability index of 0.79 was obtained using Cronbach's Alpha reliability estimate formula. Mean and standard deviation were used to answer the two research questions while the null hypotheses were tested using t-test statistics at .05 level of significance and appropriate degree of freedom. The result of the analyses showed that; integration of social media into the curriculum of technical colleges would have a long term benefit as it triggers interest of students, allow assignment setting, provide access to quality educational materials and others. On this note, it was therefore recommended that Social media should be incorporated into the curriculum of technical colleges for effective teaching and learning as it is perceived very highly influential by the respondents.*

Keywords: Perception, Teachers, Social media, Teaching, Technical subjects, Technical colleges

Introduction

The internet and web 2.0 technologies as products of technological innovations has brought about many changes in all walks of life, thereby placing more relevance on technology and its application in contemporary time. Oluka and Onyebuenyi (2017) noted that it can be known that technology is paramount to all aspect of human life as it refers to the use of products of creativity, inventions and scientific research in the services of man. This application is evident in the use of digital electronics as a medium of communication between individuals or groups. Thus, one of the mediums which allow the interaction between peers can be regarded as social media. Joosten (2012) defines social media as a term to describe any number of technological systems related to collaboration and community, including social networking sites. The fast growth of social media such as wikis, blogs, youtube, facebook and myspace has encroached into the lives of millions of people around the world and are still in use at the present time. Social media have become popular with the help of digital electronics technologies like tablet, smartphone, notebook and others assisted with the internet recently (Boyd & Ellison, 2007). Social media is a virtual platform. In this regards, Wang, Chen, and Liang (2011) noted that social media is a platform which helps people to make new connections, to improve friendly relations with other humans, and to exchange information. Social media has really become an integral part of people in daily lives (Hakoyama & Hakoyama, 2011). Raffterty

(2009) stated that people have social networking sites account based on different reasons (making new friends, following famous people, sharing personal information, commenting the events, etc.).

Studies have shown remarkably, the contributions of social media in the life of individuals. Bryant, Sanders-Jackson and Smallwood (2006) indicated that many adolescents preferred technological communication in order to express their feelings and thoughts instead of using face to face communication. Social Medias with their increasing time allocation, scope, and frequency of use, internet technologies have started to shape the way people form and share content and their way of communication. Social networks, which are very popular among young people, are becoming prevalent due to their nature to meet the needs of individuals towards socialization. Their nature that focuses on individuals started to shape users' process of interaction and has become one of the important elements of the daily life. The high number of people joining social media, which are defined as programs that ease the interaction between individuals and groups, provide various opportunities for social feedback and support the formation of tangled social relations (Boyd, 2003). This social media in recent time is employed in teaching and learning activities.

In view of the foregoing, Aina and Ogundele (2014) noted that our society is changing rapidly due to modern technologies that are locating their ways in homes and classrooms. The fact is that we are in a digital world where virtually every aspect of our life is affected by technology. Technology is already in the classroom from the social angle because learners are already interacting with it from such angle. In a study on the importance of social media, Mason (2006) concluded that social media could be used as educational platforms with a significant potential capacity to promote critical thinking among students. In addition, Wang, Chen, and Liang (2011) showed that children spent plenty of time on social media doing homework, studying the courses, and preparing examination.

Similarly, Ziegler (2007) also claims that social networking sites have the ability to transform students from being passive learners to becoming active and intentional learners, which is indeed the very tenet of student-centred learning. Wodzicki, Schwämmlein and Moskaliuk (2012) agree that the use of social software in higher education provides a collaborative landscape to learning and teaching, allowing increased peer interaction as well as interaction between the educator and the students. It is seen that these tools, each of which has different features for learning aims, have potentials to provide cooperation, increase social interaction, interest and motivation, sense of belonging, academic success, student-student and student-teacher interaction, support learning anytime and anywhere, provide peer support, feedback, and allow for sharing of information in education especially, technical education at college level.

Okoro (2008), technical colleges are the principal vocational institutions in Nigeria which are designed to give full craftsman training intended to prepare the individual to acquire practical skills, knowledge and aptitude required of technicians at sub-professional level. In addition, National Board on Technical Education (NBTE, 2012) identified technical education programmes as offered in Nigeria technical colleges to include: radio and television repairs, auto-wiring, wiring and equipment installation, coil and armature winding and repair, auto-mechanic, window and door installation, roofing, wheel alignment and Tyre balancing, auto-body repair, auto-shop and service station management, auto-air conditioning, engine cleaning and lubrication, brick laying and concreting, painting, air conditioning and refrigeration servicing and repair, welding and fabrication, mechanical operation, woodwork, computer science foundry, forging technology, building construction, block molding and bricks making.

However, it is a known fact that learners are exposed to social media such as, Blog, YouTube, facebook and others, as part of using technologies in their social life (Zhang & Olfman, 2010). Blogs are one of the most popular Web 2.0 tools; many educators use them to improve learning. The interactivity of blogs is emphasized by researchers (Alexander, 2006; Scheidt, 2009). Williams and Jacobs (2004) also suggest educators use blogs as platforms for peer review. Peer feedback appears to create a virtuous cycle, providing valuable information while improving students' attitudes toward blogging (Yang & Chang, 2012). Blogging appears to support reflective thinking (Yang, 2009).

On the other hand, YouTube is a social media which employs video in teaching and learning activities. YouTube was launched in 2005 as a social media that allows billions of individuals to discover, watch and share original user created videos (YouTube, 2018). YouTube is considered a source of online material that can

British International Journal of Education And Social Sciences
Vol.6, No.5; May- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

play a key role in the teaching and learning field. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance. Duffy (2007) noted that youtube is being used as video is a powerful educational and motivational tool that is being used in today's 21st classroom. Thus, when social media is adopted in the teaching and learning of technical subjects, it would undoubtedly improve students' learning outcomes. This was supported by McCormack and Ross (2010) who indicated that many animations, videos, and podcasts are now available for educators on virtually any topic in order to integrate technology into the classroom. In the same vein, using technology and digital devices in the classroom encourages students to develop skills in reading and writing, both of which are essential to effectively learning science concepts (Ryan and Walking-Woman 2000). Digital technologies facilitate information organization and the connection of this information to prior knowledge (Bell and Flick 2000), which can assist in conceptual development of scientific concepts.

The studies indicate that social networks have influences on academic success when used in education. It is seen that social media has different features for learning aims, have potentials to provide cooperation, increase social interaction, interest and motivation, sense of belonging, academic success, student-student and student-teacher interaction, support learning anytime and anywhere, provide peer support, feedback, and allow for sharing of information in education. Consequently, with the stated individual and social effects of social media on education, their usability and influence in education is being examined for its implementation especially in the teaching and learning of technical subjects in technical colleges in Enugu State.

STATEMENT OF THE PROBLEM

Social media offer a unique opportunity to enrich classroom learning environments. It have potential to increase learning, interaction between students on personal, school, and course related topics, learners' being active in their studies, create sense of belonging, eliminate social barriers and increase students' motivation. However, the application can be a useful tool within the scope of learning anytime and anywhere. It is observed recently, that not all teachers/instructors are up to the task of using technology in their daily classroom activities as a result of their views about social media while the utilization of technology assisted learning is necessary in order for learners in contemporary world to keep abreast with the technological trends. Consequently, this have resulted to low act of utilizing social media in classroom and thus contributed to the high cost of buying text books, increased amount of written words and other students' related challenges while social media is seen to have a great effect on the social development of young people as regards to their academic development and expectations. The study therefore sought to determine the perception of teachers in the use of social media in teaching technical subjects in technical colleges in Enugu State.

PURPOSE OF THE STUDY

The major purpose of the study is to determine the perception of teachers in the use of social media in teaching technical subjects in technical colleges in Enugu State. Specifically, the study sought to determine the;

1. perception of teachers in the use of blog in teaching technical subjects in technical colleges in Enugu State.
2. perception of teachers in the use of YouTube in teaching technical subjects in technical colleges in Enugu State.

Research questions

The following research questions guided the study:-

1. What are the perceptions of teachers in the use of blog in teaching technical subjects in technical colleges in Enugu State?
2. What are the perceptions of teachers in the use of YouTube in teaching technical subjects in technical colleges in Enugu State?

Hypotheses

The following null hypotheses formulated guided the study;

$H0_1$: A significant difference does not exist in the mean ratings between male and female teachers regarding their perceptions in the use of blog in teaching technical subjects in technical colleges in Enugu State.

$H0_2$: A significant difference does not exist in the mean ratings between male and female teachers regarding their perceptions in the use of YouTube in teaching technical subjects in technical colleges in Enugu State.

Research Method

A descriptive survey research design was adopted by the study. The study was carried out in Enugu State with a population of 44 respondents (33 male and 11 female teachers) sampled

British International Journal of Education And Social Sciences
Vol.6, No.5; May- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

purposively from four technical colleges (T.C Ihe Achi, C.T.C Ahani Achi, GTC Enugu and C.C.T.C Ngwo) out of 29 technical colleges in Enugu State (STVSMB, 2018). The instrument for data collection was a structured questionnaire dully validated by 3 research experts. The instrument was made up of two parts. Part I addressed the data of the respondent while part II constitute a 21 items statement produced from extensive literature reviewed and sectioned A and B according to the two research questions that guided the study with response options of Very Highly Influential (VHI), Highly Influential (HI), Moderately Influential (MI) and Not Influential (NI) with the numerical values of 4, 3, 2 & 1 assigned to the instrument respectively. The reliability index of 0.79 was established for the instrument using Cronbach Alpha. Cronbach's alpha reliability estimate was used on instrument the instrument because it doesn't have yes or no responses (Uzoagulu, 2011).

Mean statistics and standard deviation were used to answer the research questions. The upper and lower limits of the mean responses were used as basis for decision. This is as follows: Very Highly Influential (VHI): 3.50 - 4.00, Highly Influential (HI): 2.50 - 3.49, Moderately Influential (MI): 1.49 - 2.49 and Not Influential (NI): 1.00 - 1.49.

The null hypotheses were tested using t-test at .05 level of significance and at appropriate degree of freedom. The null hypotheses were not rejected when t-calculated value was less than t-table value and not accepted when t-table value is less than t-calculated value.

Results

The results are presented in table 1 to 4 according to the research questions and hypotheses that guided the study below.

Research Question 1.

What are the perceptions of teachers in the use of blog in teaching technical subjects in technical colleges in Enugu State?

Table 1: Mean and standard deviation of the perceptions of teachers in the use of blog in teaching technical subjects in technical colleges in Enugu State.

S/N	The perception of teachers in the use of blog in teaching technical subjects include;	Male Teachers N = 33		Female Teachers N = 11		Overall N= 44		Decision
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
1	facilitation of content mastery	3.14	0.90	3.20	0.79	3.17	0.85	HI
2	students' writing skill improvement	3.09	0.92	3.12	0.77	3.11	0.85	HI
3	upload class events	3.60	0.49	3.33	0.60	3.47	0.55	HI
4	update class events	3.31	0.75	3.22	0.86	3.27	0.81	HI
5	publish events due date	3.27	0.72	3.16	0.92	3.22	0.84	HI
6	allow students to publish articles	3.40	0.59	3.21	0.68	3.31	0.64	HI
7	gain influence	3.45	0.57	3.00	0.88	3.23	0.73	HI
8	build a network	3.10	0.84	3.13	0.84	3.12	0.84	HI
9	access to immediate feedback	3.21	0.86	3.26	0.70	3.24	0.78	HI
10	students' presentation skill improvement.	3.30	0.66	3.11	0.83	3.21	0.76	HI
Cluster Mean		**3.29**	**0.73**	**3.17**	**0.79**	**3.24**	**0.77**	**HI**

NOTE: SD = Standard Deviation, HI = Highly Influential.

Data presented in Table 1 shows that the mean responses of male and female teachers on all the items numbered 1 to 10 on the use of blog in teaching technical subjects in technical colleges in Enugu State were perceived as influential by teachers with the aggregate score range of 3.11 to 3.47. The Table shows that the use of blog in teaching technical subjects in technical colleges in Enugu State is influential and necessary for integration into the curriculum. The grand mean value of 3.24 also attested to that with the relatively low

British International Journal of Education And Social Sciences
Vol.6, No.5; May- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

pull standard deviation of 0.77 indicating that the perception of teachers does not vary regarding the use of blog in teaching technical subjects in technical colleges in Enugu State.

Hypothesis One

A significant difference does not exist in the mean ratings between male and female teachers regarding their perceptions in the use of blog in teaching technical subjects in technical colleges in Enugu State.

Table 2: t-test analysis between male and female teachers regarding their perceptions in the use of blog in teaching technical subjects in technical colleges in Enugu State.

Respondents	No	$\bar{x}$	SD	Df	Prob.	t-tab	t.cal	Decision
Male teachers	33	3.29	0.73	42	.05	2.000	0.445	**NS**
Female teachers	11	3.17	0.79					

NS: Not Significant. SD: Standard Deviation. Df: Degree of freedom

The t-test result above shows that 0.445 being the t-calculated value is less than t-tabulated value of 2.000 at 42 degree of freedom and .05 significance level. Hence, the null hypothesis is not rejected. This invariably implies that a significant difference does not exist in the mean ratings between male and female teachers regarding their perceptions in the use of blog in teaching technical subjects in technical colleges in Enugu State.

Research Question 2.

What are the perceptions of teachers in the use of YouTube in teaching technical subjects in technical colleges in Enugu State?

Table 3: Mean and standard deviation of the perceptions of teachers in the use of YouTube in teaching technical subjects in technical colleges in Enugu State.

S/N	The followings are perceptions of teachers in the use of YouTube in teaching technical subjects;	Male Teachers N = 33		Female Teachers N = 11		Overall N= 44		Decision
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
11	in triggering interest of students	3.23	0.94	3.18	0.70	3.21	0.82	HI
12	allow assignment setting	3.20	0.88	3.17	0.91	3.19	0.89	HI
13	inspires themed reflections	3.15	0.85	2.96	1.02	3.06	0.94	HI
14	access to quality educational materials	3.52	0.50	3.49	0.70	3.51	0.60	VHI
15	provision of content of a topic	3.10	0.84	3.00	0.88	3.05	0.86	HI
16	achieve resources	3.05	0.90	3.11	0.85	3.08	0.89	HI
17	create play lists for future lesson planning	3.48	0.52	3.52	0.72	3.50	0.62	VHI
18	engage visual learners with lesson content	3.34	0.65	3.17	0.47	3.26	0.70	HI
19	demonstrate experiment	3.27	0.71	3.09	0.90	3.18	0.81	HI
20	allows step by step problem solving	3.35	0.78	3.29	0.85	3.32	0.82	HI
21	use video as writing prompt	3.35	0.59	3.40	0.63	3.38	0.61	HI
Cluster Mean		**3.26**	**0.78**	**3.20**	**0.83**	**3.23**	**0.81**	**HI**

NOTE: SD = Standard Deviation, VHI = Very Highly Influential, HI = Highly Influential.

Data as presented in Table 3 shows that the mean responses of respondents on items number 14 and 17 as perceived by the teachers in the use of YouTube in teaching technical subjects in technical colleges in Enugu State are Very Highly Influential while the mean ratings on items number 11, 12, 13, 15, 16, 18, 19, 20 and 21 were perceived as Highly Influential with the aggregate score range of 3.05 to 3.51. The Table shows that the use of YouTube in teaching technical subjects in technical colleges in Enugu State is influential and

British International Journal of Education And Social Sciences
Vol.6, No.5; May- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

suggests integration into the curriculum of technical colleges. The grand mean value of 3.23 also attested to that while the pull standard deviation of 0.81 indicating that the disparity in opinions of respondents is slim.

Hypothesis Two.

A significant difference does not exist in the mean ratings between male and female teachers regarding their perceptions in the use of YouTube in teaching technical subjects in technical colleges in Enugu State.

Table 4: t-test analysis between male and female teachers regarding their perceptions in the use of YouTube in teaching technical subjects in technical colleges in Enugu State.

Respondents	No	$\bar{x}$	SD	Df	Prob.	t-tab	t.cal	Decision
Male teachers	33	3.26	0.78	42	.05	2.000	0.211	**NS**
Female teachers	11	3.20	0.83					

NS: Not Significant. SD: Standard Deviation. Df: Degree of freedom

The t-test result above shows that the t-calculated value (0.211) is less than t-tabulated value of 2.000 at 42 degree of freedom and .05 significance level. The null hypothesis is therefore not rejected. This denotes that a significant difference does not exist in the mean ratings between male and female teachers regarding their perceptions in the use of YouTube in teaching technical subjects in technical colleges in Enugu State.

DISCUSSION OF FINDINGS

The study in research question one showed that all the items presented on the use of blog as a social media in teaching technical subjects in technical colleges in Enugu State were perceived as influential by teachers. This is evident as blog facilitates content mastery, improves students' writing skill, allows both teachers and students to publish articles, update class events, gain influence, permits individuals to build a network and others. These findings tallied with in agreement with the findings of Molina (2005) who stated that using technology and digital devices in the classroom encourages students to develop skills in reading and writing, both of which are essential to effectively learning science concepts. The corresponding t-test result (hypothesis one) showed that there was no significant difference in the mean ratings between male and female teachers regarding their perceptions in the use of blog in teaching technical subjects in technical colleges in Enugu State. This denotes that the status of the respondents had no significant influence in their opinions regarding the use of blog in teaching technical subjects in technical colleges in Enugu State.

The study further revealed in research question two that the use of YouTube in teaching technical subjects in technical colleges in Enugu State is influential and suggests integration into the curriculum of technical colleges as it triggers interest of students, allow assignment setting, provide access to quality educational materials, allows one to create play lists for future lesson planning, allows one to use video as writing prompt, provides content of a topic and many more.

This is in agreement with the findings of Willmot, Bramhall and Radley (2012) which stated that video can both inspire and engage students when it is incorporated into student- centered learning activities, including increased motivation, enhanced communication skills and overall higher marks. The use of video especially online video (YouTube) in classroom cannot be underestimated in contemporary worlds technology advancement. The t-test result showed that t-calculated value is less than t-calculated value at appropriate degree of freedom and level of significance; therefore the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female teachers regarding their perceptions in the use of YouTube in teaching technical subjects in technical colleges in Enugu State.

CONCLUSION

Based on the findings of this study, the use of blog in classroom especially in teaching technical subjects in technical colleges in Enugu State is important. The integration of blog as a social media into the curriculum of technical colleges would be of great assistance to the teacher and the student as well. Blog would

enable and grant both parties unlimited access to educational materials, unlimited discussion time, it would help curb location barrers and lots more. Similarly, the respondents regardless of their status perceived the use of blog in teaching technical subjects in technical colleges in Enugu State as influential as its place and contribution to the success of education system in recent time cannot be under-estimated. Further, the utilization of Youtube in the classroom has long term benefits. This was supported by the respondents who perceived it very highly influential as it triggers interest of students, allow assignment setting, provide access to quality educational materials and others. Therefore the study suggests the integration of social media into the curriculum of technical colleges for effective teaching and learning activities as it is perceived very highly influential by the respondents.

RECOMMENDATIONS.

In view of the findings of the study, the following recommendations were made;

1) Social media should be incorporated into the curriculum of technical colleges for effective teaching and learning.

2) Social media curriculum development should be made with measures against the violation of rule

3) Adequate resources should be made available by appropriate authorities to ensure that curriculum requirements are met.

REFERENCES

Aina J, K & Ogundele A. G (2014). The use of technology for teaching and learning in science and technical education in Colleges of Education, Nigeria. Integrated Journal of British, 1(3): 57-64.

Alexander, B. (2006). Web 2.0: A new wave of innovation for teaching and learning? *Educause Review, 41*(2), 32–44. Retrieved on December 30, 2011 from http://www.educause.edu/ ir/library/pdf/erm0621.pdf.

Bell, R., & Flick, L 2000. Preparing tomorrow's science teachers to use technology: Guidelines for science educators. *Contemporary Issues in Technology and Teacher Education* 1(1): 39–60.

Bell, R., & L. Flick. 2000. Preparing tomorrow's science teachers to use technology: Guidelines for science educators. *Contemporary Issues in Technology and Teacher Education* 1(1): 39–60.

Boyd, D. M. & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication, 13*(1), 210-230

Bryant, J. A., Sanders-Jackson, A., & Smallwood, A. (2006). IMing, text messaging, and adolescent social networks. *Journal of Computer-Mediated Communication, 11*(2), 577-592.

Duffy, P. (2007). Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. In *European Conference on ELearning, ECEL* (pp. 173-182).

Hakoyama, M., & Hakoyama, S. (2011). The impact of cell phone use on social networking and development among college students. *The American Association of Behavioral and Social Sciences Journal, 15*, 1-20.

Joosten, T. (2012).*Social media for educators.* San Francisco, CA: Wiley/Jossey-Bass.

Mason, R. (2006). Learning technologies for adult continuing education. *Studies in Continuing Education* 28(2), 121–33.

Molina, P. 2005. New student collaboration tools. Educause Evolving Technologies Committee. http://net.educause.edu/ir/library/pdf/dec0501.pdf (accessed April 7, 2018).

National Board On Technical Education (NBTE, 2012). Directory of accredited programmes in polytechnics, similar tertiary institutions, technical colleges and vocational enterprise institutions in Nigeria. Available at *http://www.nbte.gov.ng*.

Okoro, O. M (2008). *Principles and methods in Vocational and Technical Education*. Nsukka: University Trust press.

Oluka S. N. & Onyebuenyi P. N (2017). Skills required for effective utilization of solar energy for sustainable self employment of electrical/electronic technology education graduates in Enugu Urban. *International Scholars Journal of Arts, Humanities and Social Sciences.* **5***(3);* 234-240.

Rafferty, F. (2009). Boys should be boys-is it that simple? *Education Journal, 116*, 32-33.

Ryan, P., and L. Walking-Woman. 2000. Linking writing to the process of scientific inquiry: strategies from writing teachers in the disciplines. Paper presented at the 51st Annual Meeting of the College Composition and Communications, Minneapolis, MN.

Ryan, P., & Walking-Woman, L. (2000). Linking writing to the process of scientific inquiry: strategies from writing teachers in the disciplines. *Paper presented at the 51st Annual Meeting of the College Composition and Communications, Minneapolis*, MN. (April12–15).

Scheidt, L. A. (2009). *Diary weblogs as genre* (Doctoral dissertation). Retrieved on December 30, 2011 from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.154.3724 &rep=rep1&type=pdf.

Science Technical and Vocational School Management Board Enugu (STVSMB: 2018). *Technical College Statistics*, Department of Planning, Research and Statistics.

Wang, Q., Chen,W., & Liang, Y. (2011). The effects of social media on college students. *MBA Student Scholarship, 5,*1-12.

Willmot, P., Bramhall, M. & Radley, K. (2012) *Engineering and Design Educators Network (EDEN) Seminar Series* [online], http://cede.lboro.ac.uk/eden.html

Wodzicki, K., Scwämmlein, E. & Moskaliuk, J. (2012). "Actually, I want to learn": Study-relate Knowledge exchange on social networking sites. *Internet and Higher Education*, 15 (1), 9-14.

Yang, C. & Chang, Y. S. (2012). Assessing the effects of interactive blogging on student attitudes toward peer interaction, learning motivation, and academic achievements. *Journal of Computer Assisted Learning*, *28*(2), 126–135.

Yang, S.-H. (2009). Using blogs to enhance critical reflection and community of practice. *Educational Technology & Society*, *12*(2), 11–21.

YouTube. (2018). About YouTube. Retrieved from YouTube Website: *http://www.youtube.com/yt/about/*

Zhang, S. X., & Olfman, L. (2010). *Studios, mini-lectures, project presentations, class blog and wiki: A new approach to teaching web technologies. Journal of Information*

Ziegler, S. (2007). The (mis)education of Generation M. *Learning, Media and Technology* 32 (1), 69–81.