Social Media in the Classroom: Practical Strategies for Fostering Collaborative Learning And Inspiration

Abstract: Researchers examined how online social media platforms can address the growing need for inspiring and engaging students in colleges. They conducted in-depth discussions with instructors and students across various fields to understand the impact of integrating social media in education. The findings suggest that social media holds great promise in boosting student motivation and participation, ultimately leading to a more well-rounded college experience. Both educators and students found online communication to be a valuable tool for promoting collaborative learning, real-time interaction, and active involvement. Additionally, social media was seen as a way to make education more dynamic and relevant in today's ever-changing world. While this study offers valuable insights, it acknowledges potential limitations like bias from participants and a limited sample size. Future research should involve a wider range of participants and ongoing investigations to assess the long-term effects of social media integration on student learning outcomes.

Keywords: social media, technological incorporation, innovative education, student-centered education

I. INTRODUCTION

The educational landscape has undergone significant transformations in recent years due to the rapid advancement of technology (Al-Deen & Hendricks, 2011). One notable change is the incorporation of online communication platforms into higher education, which has proven to be a powerful catalyst for change. Previously used primarily for leisure and personal interactions, social media has now become an effective tool for teaching, capable of enhancing student motivation and involvement (Bal & Bicen, 2017; Davis III et al., 2015). Traditional teaching methods, deeply rooted in pedagogical traditions, have consistently faced challenges in keeping students engaged and motivated (Junco, 2012; Neier & Zayer, 2015). Today's digitally savvy students, who are constantly connected and engaged in information exchange, require innovative approaches that align with their preferences and expectations. This is where the integration of social media offers a compelling solution.

In recent years, researchers have begun to emphasize the potential benefits of incorporating social networking sites into the classroom (Neier & Zayer, 2015; Price et al., 2018; Selwyn & Stirling, 2016). Previous studies have shown a positive relationship between increased student engagement and academic achievement when online platforms are effectively utilized. The interactive and collaborative nature of social media platforms enables immediate feedback loops, promoting active communication and the exchange of knowledge among students and educators (Al-Deen & Hendricks, 2011). Furthermore, the alignment between the collaborative learning philosophy and the structure of social media has motivated educators to incorporate these platforms as channels for group discussions, collaborative projects, and peer-to-peer learning (Abe & Jordan, 2013; Al-Deen & Hendricks, 2011; Yu et al., 2022). These approaches align with constructivist educational paradigms that highlight the active role of students in constructing knowledge through interaction and dialogue.

The objective of this research is to conduct a comprehensive analysis of the utilization of online platforms in higher education, focusing on its significance in enhancing student motivation and engagement. The aim is to shed light on the intricate impact of incorporating social networking into the educational sphere by examining the diverse utilization of various networking sites and approaches within educational institutions. This article delves into a broad spectrum of advantages, obstacles, and benchmarks when employing online platforms for teaching. Educators and educational institutions can determine whether to integrate social media into their curricula by weighing its benefits against the disadvantages. Throughout the piece, insights will be provided on the strategies that teachers...
can employ to create memorable and productive learning experiences through the careful integration of social media platforms.

The study aims are outlined in the subsequent three Research Question (RQs):

Research Question 1: How can social media be leveraged in the realm of higher education to augment student engagement and participation, as perceived by educators and students?

Research Question 2: When incorporating social media within educational environments, what obstacles have teachers and learners confronted?

Research Question 3: In accordance with the contributors, how can social media be utilized in the field of higher education to intensify the level of student engagement and involvement?

The Importance and Contribution of This Research: This study has significant implications for the changing landscape of universities and educational methods. While previous studies have explored the use of social networking sites in educational institutions and their influence on students' learning experiences, there is still a notable gap in the literature concerning specific approaches and standards for effectively incorporating multiple social networking sites into diverse higher education environments. Although some research has highlighted potential benefits, there is a limited number of studies that have examined the practical implementation and evaluation of these strategies in real-world university settings. Consequently, the objective of this study is to address this research gap by conducting a comprehensive analysis of the real-world utilization of social networking sites to enhance motivation and engagement within the unique educational settings of higher learning institutions. Additionally, most existing research in this area primarily focuses on specific professions or subjects within higher education. The literature lacks research in interdisciplinary fields that investigates how the use of social media varies across academic disciplines and its impact on student motivation and engagement. Furthermore, this research specifically examines the use of social media in colleges and universities, such as Danang University, where cultural characteristics and local circumstances can significantly influence the effectiveness of social network interventions. In other words, this study contributes to the existing knowledge by shedding light on specific aspects of online social networking application in non-Western educational environments.

II. OVERVIEW OF THEORY

Higher Education Undergraduates' Inspiring

As stated by Halvari et al. (2011), the aspiration of students plays a significant role in impacting their level of engagement, perseverance, and academic success in higher education. In order to foster positive educational outcomes, educators must possess a thorough understanding of what motivates students and accordingly create conducive learning environments. Within the field of education, this literature review delves into various significant theories, variables, and interventions that influence students' motivation (as depicted in Table 1).

1. The theoretical frameworks pertaining to student motivation are defined and explained

Various theoretical frameworks offer guidance for understanding the motivation of students. Self-Determination Theory (SDT) (Ryan & Deci, 2017) is a well-known theory that explains people's inherent psychological needs for relatedness, competence, and autonomy. Autonomy is often associated with ideas of independence, freedom, and self-governance (Ryan & Deci, 2020). It represents the need for self-direction, where individuals strive to make choices that align with their goals, values, and internal drives. When individuals have a greater sense of control over their behavior and a stronger sense of connection to their actions, they are more likely to be truly motivated and engaged (Vasconcellos, Parker, Hilland, Cinelli, Owen, Kapsal, Lee, Antczak, Ntoumanis, Ryan, et al., 2020). Additionally, the need for competence reflects the innate human drive to acquire skills and succeed in various areas of life, from developing new abilities to participating in meaningful social interactions. Lastly, the desire for relatedness pertains to the innate human drive to establish close and meaningful relationships with others within complex online communities (Ryan & Deci, 2017). Environments that foster relatedness are characterized by warmth and the ability to form positive connections with others. The motivation for relatedness stems from the need for closeness, connection, and acceptance from others, rather than a desire to obtain a specific outcome through or from others, such as friendships or romantic relationships (Baumeister & Leary, 1995).
According to SDT, students are more likely to have an internal drive to study in an educational environment when they believe that their fundamental psychological needs, such as autonomy, competence, and relatedness, are being satisfied (Niemiec & Ryan, 2009; Ntoumanis & Standage, 2009). To achieve this, teachers can provide options for students, opportunities for skill development, and create a classroom atmosphere that fosters supportive relationships and comprehensive understanding, as suggested by Dübbers & Schmidt-Daffy (2021) and Riley (2016). Deci & Ryan (2000) stress the importance of allowing students to study independently, acquire new skills, and feel connected to both teachers and classmates in the context of SDT. The application of this theory as a framework has greatly benefited human motivation, education, and the learning process (Chirkov, 2009; Niemiec & Ryan, 2009; Standage et al., 2005; Vasconcellos, Parker, Hilland, Cinelli, Owen, Kapsal, Lee, Antczak, Ntoumanis, & Ryan, 2020). One of the reasons for this is that it considers various motivational factors, including extrinsic and intrinsic motivation, providing a comprehensive understanding of why individuals engage in specific activities such as learning. The widespread use of SDT in different educational contexts, such as sports, online learning, and traditional classrooms, further demonstrates its enduring effectiveness. Its versatility and flexibility allow it to be used in various situations to comprehend motivation, as highlighted by Krettenauer & Curren (2020) and Ntoumanis & Standage (2009).

Nicholls’ Achievement Goal Theory (AGT), which was introduced in 1984, is a significant framework that looks at two different types of goals: performance and mastery. Mastery goals are centered around the strong desire to improve oneself, acquire new knowledge, and master subjects in order to grow personally and intellectually. People with these goals see effort as a positive and productive way to achieve success. On the other hand, performance-approach goals are driven by the motivation to demonstrate one’s abilities and outperform others, seeking validation and recognition for their competence. This theory has been extensively studied and provides insights into why individuals pursue certain goals and how these goals impact their behavior, motivation, and outcomes. In an educational context, AGT helps educators understand the motivations behind students’ learning by identifying whether they are driven by mastery, performance approaches, or performance avoidance. The theory highlights the importance of cultivating mastery goals and a growth mindset to enhance student motivation. Many previous studies have utilized this psychological framework to examine students’ behaviors and experiences in educational settings.

2. Factors Influencing Undergraduate Motivation

Extrinsic and intrinsic drive are two primary categories that frequently divide inspiration in the educational setting. Intrinsic motivation refers to the internal desire and innate drive to engage in an activity for its own sake, driven by intellectual curiosity or pure enjoyment. This kind of motivation leads to greater levels of participation and understanding. According to Ryan and Deci (2020), students who possess intrinsic motivation find the learning process naturally rewarding, and their motivation is not influenced by external factors. Conversely, extrinsic motivation is rooted in external benefits such as grades, recognition, or material incentives. While extrinsic motivation may be effective in the short term, it fails to sustain students’ interest in long-term studying. In other words, it relies on incentives or penalties from external sources, potentially resulting in temporary compliance rather than genuine engagement (Deci et al., 1991).

There are multiple factors that impact the level of motivation in students. These factors include beliefs about one’s own effectiveness, which suggest that a person's drive is greatly influenced by their self-worth. The level of motivation is determined by how competent and self-assured students perceive themselves to be; those with high levels of self-assurance are more likely to set ambitious goals and remain committed to them even in challenging situations (Bandura, 1997). By providing constructive criticism and encouraging small improvements, students’ confidence and motivation can be increased (Bandura, 1997). Additionally, giving students the freedom to make decisions and fostering independence in the classroom enhances their motivation (Reeve, 2006). Offering students insights into their coursework and providing them with clear explanations for assignments have also been linked to improved learning outcomes and motivation (Reeve, 2006). Moreover, student motivation is influenced by their interactions with others and a sense of community. Building strong relationships with teachers and classmates creates a supportive environment for learning (Deci & Ryan, 2000). Peer interactions, group projects, and collaborative learning can enhance intrinsic motivation and a sense of belonging (Deci & Ryan, 2000). The classroom setting (Batubara et al., 2020), instructor support (Gedera et al., 2015), family involvement, peer relationships, and cultural backgrounds are just a few of the many factors that may impact student motivation (Abdul Razzak, 2016; Hancock, 1995; Säde et al., 2019). Effective teaching practices, feedback systems, and a supportive
learning environment are all crucial in determining students’ level of motivation, as both intrinsic and extrinsic factors work together to foster their engagement and success in the classroom (Luo et al., 2019; Wolz et al., 2022).

3. Efforts to Improve Student Motivation

Previous studies have identified several strategies to enhance motivation among students. Initially, educators should employ techniques that promote student autonomy, such as allowing them to choose the topics for their projects or offering a variety of assessment options (Reeve, 2006). These approaches foster a sense of ownership over their education by promoting self-directed learning and decision-making (Reeve, 2006). Secondly, it is vital to cultivate a growth mindset to increase student motivation. By teaching students about the flexibility of intelligence and the potential for growth, their focus can shift from performance goals to mastery objectives (Dweck, 2006). Encouraging students to view obstacles as opportunities for improvement can increase their resilience and motivation (Dweck, 2006). Lastly, establishing strong peer networks can contribute to the creation of an inspiring and supportive learning environment that empowers students to develop, learn, and reach their full potential. Educational institutions can promote student clubs, mentorship programs, and study groups to enhance peer relationships and foster a sense of community (Deci & Ryan, 2000). Positive interactions with peers have an impact on academic progress and motivation (Azadi et al., 2021; Deci & Ryan, 2000).

The inherent and external elements of student motivation have a significant effect on the educational outcome within a university environment. Self-Determination Theory (SDT) and Achievement Goal Theory (AGT) are two theoretical models that offer valuable insights into the intricate nature of motivation. Educators and institutions can assist students in their academic endeavors and internal aspirations by prioritizing autonomy, competence, and interpersonal connections.

The Implementation of Social Networking

Social media platforms such as Facebook, Instagram, LinkedIn, and Twitter have become an integral part of our daily lives in the last two decades (Micah et al., 2023), connecting billions of people worldwide (Yu et al., 2022). Aside from transforming interpersonal communication with friends and family, the digital revolution has profoundly impacted various domains including business (Abbas et al., 2019), politics, activism, and entertainment (Abbas, Al-Sulaiti, et al., 2023; Abbas, Rehman, et al., 2023; Al-Sulaiti et al., 2023). The effects of social media on communication, information sharing, and the formation of online communities are profound, continuously reshaping our way of life, work, and social interactions (Schmidt et al., 2022). It has provided avenues for personal expression, entrepreneurial opportunities, and global connectivity, while simultaneously raising significant concerns about privacy, misinformation, and the dynamics of human relationships in the digital era. As social media continues to advance, its impact is expected to persist as a defining element of our interconnected and information-driven society.

Social media is widely acknowledged by educators as a valuable instrument in establishing interactive and captivating learning environments (Abbas et al., 2019; Wang et al., 2023). Apart from platforms like discussion boards, blogs, microblogs, and multimedia sharing, social media offers various tools for enhancing pedagogical approaches. Researchers, scholars, and educational institutions have displayed considerable enthusiasm towards leveraging online communication to augment student engagement and participation in higher education.

1. Advantages of Incorporating Social Media into Education

Incorporating social media into higher education has been shown to increase student engagement. Traditional classroom settings often struggle to capture the attention of digitally native students who are accustomed to online interactions. However, when teachers utilize social media platforms, they provide students with a familiar and engaging medium to receive course information, participate in discussions, and collaborate with their peers. According to a study by Junco and Timm (2012), students who engage with course content through social media platforms demonstrated higher levels of participation and achieved better grades. This platform also enables real-time communication with both peers and teachers, allowing students to receive timely feedback. The prompt response loop encourages active learning by facilitating open communication and fostering a conducive environment for asking questions and seeking clarification (Aqeel et al., 2022).

The integration of social media into education offers the advantage of fostering a collaborative learning environment. Given its inherent collaborative nature, social media aligns well with the constructivist educational
model that prioritizes active knowledge construction through discussion and interaction. Well-known social media platforms like Facebook, Twitter, and Slack aid in fostering peer-to-peer learning, facilitating group discussions, and encouraging the sharing of information (Mazer et al., 2007; Selwyn, 2009). Beyond the traditional classroom setting, students can collaborate on projects, exchange resources, and engage in insightful conversations. According to Dabbagh and Kitsantas (2012), the incorporation of social media in the classroom empowers students to assume responsibility for their own education. They can participate in peer teaching, co-create content, and offer valuable insights, all of which enhance their critical thinking, communication skills, and comprehension of the subject matter (Rahmat et al., 2022).

2. Challenges and Considerations for Integrating Social Media into Education

Educational instructors have the ability to impart complex ideas visually and interactively using platforms such as Pinterest and YouTube (Quinn, 2016). However, the utilization of social media in educational settings raises concerns regarding the privacy and security of students (Madden, 2012). It is crucial to recognize that engaging on these platforms may expose student information and interactions to unauthorized access. Thus, educators must carefully select platforms that offer robust security features and align with stringent privacy guidelines (Madden, 2012). Furthermore, it is imperative for instructors to prioritize the ethical use of social media. Students should be educated on the importance of respectful online communication, proper source citation, and upholding intellectual property rights (Hedman & Djerf-Pierre, 2013).

Social media integration can worsen the division in access to digital resources among students, but incorporating social media into teaching methods can also improve this division. It is important to recognize that not all students have equal access to the internet and technology, which can lead to disparities in participation and learning outcomes. In order to accommodate students who may have limited access to technology, instructors must explore alternative ways of delivering course material. Students can participate in class through face-to-face discussions, email communications, and offline assignments when instructors take into account accessibility concerns. Additionally, institutions should provide support and resources to students who encounter difficulties accessing online content.

3. Incorporating Social Media Into Higher Education

Incorporating social media into higher education is a multifaceted task that requires a judicious approach to balance its benefits of connectivity and engagement with the responsibility to safeguard privacy and promote productive academic interactions (López & Vizcaíno-Laorga, 2021). Rennie and Morrison (2013) enumerated several best practices for integrating social media in higher education, which can enhance student-teacher communication, encourage collaborative learning, and provide a global perspective. Educators must adhere to a set of best practices to effectively use social media in the classroom. These practices include outlining specific learning objectives, choosing appropriate platforms, establishing clear guidelines and policies, promoting inclusive participation, actively facilitating lessons, and integrating social media in a balanced manner.

The integration of social media in educational settings, such as group projects, discussions, and resource sharing, should align with the main objectives of the course (Tess, 2013). Moreover, it is crucial to select platforms that cater to students’ learning goals, while also being user-friendly and easily accessible. This careful selection is important because each platform has distinct features that support different forms of interaction. Additionally, it is necessary to establish comprehensive rules and regulations regarding the appropriate use of sources, communication etiquette, and online behavior. This highlights the importance of respectful interactions and academic integrity. Furthermore, by considering the diverse learning preferences and needs of students and providing participation options that accommodate different learning styles and technological limitations, the learning experience can be enhanced (López & Vizcaíno-Laorga, 2021). Instructors must also encourage students to actively engage in online discussions, provide timely feedback, and monitor the conversations. The presence and guidance of educators are essential in fostering a meaningful online learning community (Thompson & Lee, 2021). While online platforms and social media have the potential to greatly enhance student engagement and learning, traditional classroom activities and face-to-face discussions remain crucial. This is particularly true as in-person interactions offer students valuable opportunities to develop important social and communication skills. Essentially, education needs to strike a balance between virtual and in-person encounters.
Table 1. A summary of the findings and perceptions of the social media integration literature review

(Source: Author’s Synthetic)

<table>
<thead>
<tr>
<th>Key Results and Perceptions</th>
<th>Reference</th>
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<tbody>
<tr>
<td><strong>Benefits of Social Media Integration</strong></td>
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<tr>
<td>- Facilitating peer-to-peer learning and collaboration.</td>
<td>Al-rahmi et al. (2015)</td>
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<tr>
<td>- Multimedia materials are available as part of the wide range of educational resources.</td>
<td>Dabbagh &amp; Kitsantas, 2012</td>
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<tr>
<td><strong>Difficulties and Fears</strong></td>
<td></td>
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<tr>
<td>- The confidentiality of student information and ethical considerations.</td>
<td>Thompson &amp; Lee, 2021</td>
</tr>
<tr>
<td>- The lack of equal access to technology adversely affects participation.</td>
<td>Hrastinski, 2019</td>
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<tr>
<td>- Excessive notifications lead to an overwhelming amount of information.</td>
<td>King et al. 2017</td>
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<tr>
<td><strong>Optimal methodologies and tactics</strong></td>
<td></td>
</tr>
<tr>
<td>- It is crucial to effectively communicate the expectations for online behavior.</td>
<td>Junco &amp; Clem, 2015</td>
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<tr>
<td>- It is imperative to observe and regulate the interactions amongst participants to guarantee the presence of respect.</td>
<td>Junco &amp; Timm, 2012</td>
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<tr>
<td>- The provision of a range of options for engagement caters to different learning preferences.</td>
<td>Dabbagh &amp; Kitsantas, 2012</td>
</tr>
<tr>
<td>- Integrating online discussions into the academic program.</td>
<td>Junco &amp; Timm, 2012</td>
</tr>
<tr>
<td>- Marketing that effectively combines the use of social media channels and conventional strategies.</td>
<td>Dabbagh &amp; Kitsantas, 2012</td>
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Table 1 provides a concise overview of the main discoveries derived from an extensive examination of literature concerning social media's role in higher education. Employing social media platforms within academic environments can amplify student involvement and facilitate interaction. However, it is crucial to acknowledge that these platforms come with advantages, obstacles, and recommended approaches.

In the realm of education, students exhibit higher levels of involvement when they are able to engage with their peers in real-time and work together on educational tasks through various social media platforms. This phenomenon is exemplified in the tabulated data presented in the "Advantages of Integrating Social Media” section. To enable students to acquire a more profound comprehension of the subject matter, it is essential to provide them with diverse instructional resources, such as multimedia materials. Within the "Obstacles and Concerns" segment, several pivotal matters are discussed, including information overload, unequal technology access, data privacy, and ethical considerations.

The section for educators includes information on the best practices and strategies for social media. It is essential to establish clear expectations for online conduct, offer alternative ways of participating, and maintain a balance between online and offline interactions. Due to the intricacy of incorporating social media in higher education, this organized table is an invaluable asset. It is an indispensable resource for integrating social media effectively in higher education.

**The Impact of Social Media on Students’ Motivation**

The correlation between students’ motivation and the utilization of social media in the educational milieu can profoundly influence the learning encounter, active involvement, and participation of students. The incorporation of social media platforms in educational environments can elicit either advantageous or detrimental effects on student motivation, contingent upon how they are employed and aligned with motivational aspects.
1. Social media as a tool for enhancing positive relationships and motivation

Integrating social media into teaching strategies has been found to boost students' motivation. A study conducted by Junco et al. (2020) revealed a positive correlation between the use of Twitter in college classrooms and improved grades as well as increased student engagement. By fostering real-time interactions and facilitating discussions, social media platforms facilitate active learning by helping students develop a stronger sense of connection to the subject matter and their peers (Junco & Heiberger, 2020).

By promoting autonomy, mastery, and relatedness through social media platforms, there is potential for an increase in students' internal motivation. Self-Determination Theory (Deci & Ryan, 1988) highlights the significance of competence and autonomy in motivating individuals, including students. Utilizing social media, teachers can empower students to feel more capable and in control of their learning by offering options for assignments, encouraging student-generated content, and facilitating collaborative learning opportunities. Ultimately, these efforts can enhance intrinsic motivation (Reeve, 2006). Numerous studies have explored the impact of social media usage on student academic performance, particularly in terms of students' ability to regulate their efforts and sustain motivation (Barton et al., 2021; Camilia et al., 2013). For example, Karpinski et al. (2013) examined the frequency at which students engaged with social media platforms while studying, contrasting it with the time that could have been allocated to coursework. Within this context, effort regulation refers to students' capacity to persevere in their academic tasks, even when more tempting distractions, like social media, are easily accessible. Surprisingly, the results not only shed light on the potential distractions posed by social media, but also revealed a positive aspect of motivation. Some students discovered that by setting aside specific times for social media interactions, they were able to channel their motivation and effort more effectively towards their academic work. Researchers further emphasize that social media can facilitate collaboration, friendship formation, and knowledge sharing among students (Hamid et al., 2009). Consequently, this can heighten students' motivation to engage in studying and research. Balcikanli (2015) observed that the use of platforms like Facebook can enhance knowledge sharing and foster frequent interaction between students and teachers (Burke et al., 2010; Kabilan et al., 2010). Social media equips students with the necessary tools to delve deeply into their learning, locate information, and concentrate effectively when working together. In essence, social media can serve as a valuable tool for students, motivating them to learn and discover new information (Lankshear & Knobel, 2006).

2. Distractors and challenges associated with negative relationships

However, while social media platforms have the potential to boost engagement, they also come with the inherent risk of acting as distractions that can deter students from fully immersing themselves in deep learning experiences. Study by King et al. (2017) revealed that students' ability to maintain focus and attention can be negatively affected by social media notifications and information overload. This heightened distraction may, in turn, diminish their motivation to actively engage with course materials, and in more severe cases, it could even hamper their academic performance, as reported by King and colleagues in their research findings (2017). Social media platforms are designed to be engaging, which can lead to distractions for students. The constant influx of notifications, messages, and unrelated content can divert students' attention from their educational tasks. Additionally, the sheer volume of information available on social media can be overwhelming and make it challenging for students to filter out relevant educational content (Junco & Heiberger, 2020; Rodriguez, 2011). To ensure a conducive learning environment and mitigate distractions from social media, a balanced approach is necessary while utilizing social media in education.

3. Moderating Factors: Design and Pedagogical Strategies

Social interaction plays a crucial role in the process of learning and cognitive advancement, as stated by Lev Vygotsky's sociocultural theory. According to this theory, people acquire knowledge and enhance their cognitive abilities through their interactions with others, particularly within a social and cultural framework (Daneshfar & Moharami, 2018; Vygotsky, 1978). Vygotsky postulated that learning takes place within the "zone of proximal development" (ZPD), which refers to the gap between what a learner can achieve independently and what they can accomplish with the guidance and assistance of a more knowledgeable peer or instructor. This theory emphasizes the importance of collaborative learning, peer support, and cultural influences on an individual's growth (Shabani, 2016).

Regarding the area of social media implementing in teaching, the sociocultural theory proposed by Vygotsky strongly supports the idea that social media platforms have the ability to effectively facilitate collaborative learning.
and interactions among students. When educators utilize social media to create virtual spaces where students can engage in discussions, share knowledge, and collectively create meaning, they are essentially putting Vygotsky's theory into action. Social media serves as a tool that allows students to connect with their peers, provide support, and collaboratively enhance their understanding of various subjects. Actively participating in social and interactive learning has the potential to improve students' motivation, as the theory highlights the importance of social interaction in the educational process. Educators can utilize social media to encourage students to generate their own content, offer opportunities for collaborative learning, and empower students to feel more confident and in control of their learning journey. This can ultimately lead to a stronger inherent motivation. By strategically incorporating social media platforms, educators can enhance students' engagement, independence, and self-perception, thereby cultivating a deeper desire to learn. However, it is crucial for teaching methods to establish meaningful connections and facilitate profound learning experiences, while also minimizing potential distractions.

III. MATERIALS AND METHODS

1. Data Collection: In order to guarantee transparency, a total of four individuals, consisting of two educators and two students from various disciplines within higher education institutions, were subjected to in-depth semi-structured interviews. This particular methodology was selected due to its ability to offer flexibility in exploring a wide range of aspects and adjusting questions according to the specific requirements (Gagnon, 2010). Through the utilization of in-depth interviews, researchers were able to thoroughly investigate the contextual factors and acquire a more profound comprehension of the integration of social media in different educational environments (Williams, 2007). The analysis of data was carried out by transcribing and audio recording the conducted interviews.

![Figure 1. The Sample Size Was Diverse for the Transparency of Research](Source: by Author’s Synthetic)

This qualitative research study will examine the perspectives of students and educators regarding the potential application of social media in higher education. By conducting in-depth interviews and analyzing recurring themes, this study aims to provide insight into the integration and obstacles of incorporating social media platforms into the teaching and learning process. Academic scholars like Fuchs (2022), Hrastinski & Aghae (2012), and Thanomsing & Sharma (2022) have previously employed this research methodology to explore the utilization of social media within educational settings.

In order to gain insight into the potential of social media to improve student involvement and interest in higher education, a comprehensive interview was carried out with educators and students. Through this analysis, a consistent pattern, recurring theme, and nuanced viewpoint emerged from the narratives of the participants.

2. Participants: To ensure a diverse range of perspectives, participants were selected by purposeful sampling. This study was based on an in-depth interview with educators and students to examine how social media can be used to enhance student engagement and participation.

3. Data Analysis: The NVivo software is a commonly utilized qualitative analysis tool that assists in the organization and categorization of data. It offers a range of features that aid in the exploration and visualization of collected information. In order to identify patterns, themes, and insights within the interview transcripts, a thematic analysis was performed. This analysis involved the application of codes to the data, the grouping of coded segments into themes, and the interpretation of these themes in relation to the research questions.
4. Coding Process: An accurate transcription of the interview recordings was performed to ensure that respondents' responses were accurate and dependable. Transcripts were then subjected to open coding, in which initial codes were found that captured the essence of participant statements. The transcripts of interviews were systematically reviewed, and segments which exhibited similar themes were coded.

Research team members collaborated on grouping related codes into broader categories once the initial round of coding was complete. Participants' perceptions, experiences, and opinions about social media integration in higher education were captured through these themes.

5. Topics and Perceptions

The advantages of incorporating social media:

The role of social media in fostering increased participation was emphasized by the participants. Educators placed particular emphasis on the importance of instantaneous feedback and real-time interactions in motivating students to actively engage. The students displayed their enthusiasm for collaborative learning, highlighting how these platforms facilitated the exchange of resources and promoted group discussions. Furthermore, they noted that access to a wide range of learning materials, including multimedia content, contributed to an enhanced understanding of the course materials (as depicted in Figure 2).

Challenges and Concerns:

Concerns regarding online privacy and data security were raised by the participants. Educators are also concerned about effectively managing multiple platforms for online and offline interactions. The potential for information overload among students is influenced by various factors, such as constant notifications and the difficulty in assessing the credibility of online sources. Additionally, students emphasized that unequal access to technology has a significant impact on their involvement, thus emphasizing the digital divide as a significant concern (as depicted in Figure 2).

Best Practices and Strategies:

Students and educators agree that integrating social media into education can maximize its benefits. Online interactions should be monitored consistently, and clear expectations communicated to students by educators. Social media assignments were identified as a strategy to promote active participation in the course. Providing alternatives for participation and setting guidelines for constructive criticism were emphasized as effective ways to accommodate different learning styles (as shown in Figure 2).

Figure 2. Viewpoints of Educators and Students to Demonstrate Their Viewpoints on The Benefits of Social Media Integration As Well As The Problems and Concerns Raised During In-Depth Interviews.

(Source: by Author’s Synthetic)

6. Reflexivity and Validation
During the process of analyzing the data, researchers actively practiced reflexivity, consistently examining their own biases and assumptions, and acknowledging the potential influence these biases could have on their interpretations. This approach allowed for the inclusion of participant experiences and perspectives in the findings. In order to enhance the credibility and dependability of the results, the team enlisted the assistance of individuals to validate. To ensure congruity with the participants' viewpoints, a specific group of participants was involved in reviewing and affirming the emerging themes and insights.

7. Ethical Considerations

1. Informed Consent: The objective, methods, and entitlements of the study were comprehensively elucidated to all participants in order to guarantee their complete understanding. Subsequently, they were offered the opportunity to offer their informed consent prior to engaging in the interviews.

2. Confidentiality: In order to protect the privacy of the participants, the analysis and reporting phase of the study was conducted anonymously. Throughout the entire research process, both the response information and personal details of the participants were kept confidential.

3. Data security measures have been implemented to guarantee utmost protection for audio recordings and interview transcripts. Solely researchers possess authorized access to this information. Apart from being stored on devices protected by passwords, the data was also securely stored in encrypted cloud storage platforms.

8. Importance and Anticipated Results

The objective of this qualitative research study is to ascertain if social media improves student involvement and engagement in higher education. The study investigates the experiences and perspectives of both students and educators to uncover effective methods and address obstacles in integrating social media into teaching practices. Through this research, educators will gain valuable insights into creating more captivating and interactive learning opportunities in educational settings by utilizing social media, as well as a deeper understanding of the strategies involved.

9. Case Study Analysis

Incorporating social media into real-time engagement: Case Study 1

Case Summary: Dr. Smith, utilizing his esteemed position as an educator in a well-regarded university, made the deliberate choice to employ social media platforms in order to enrich student participation within his physics course. Alongside the designated lecture subjects, the students were granted the opportunity to partake in a private Facebook group where they could exchange pertinent videos and articles, even beyond the designated class period. Moreover, the platform facilitated a space for students to pose inquiries and seek clarification on various topics (Smith, 2022).

Execution: Within the Facebook group, Dr. Smith shared perceptive queries relating to the course material over the duration of the semester. Furthermore, he furnished pertinent articles and videos to enhance the comprehension of intricate concepts amongst the students, urging them to actively participate and contribute to the ensuing discussions.

Outcome: In addition to actively engaging with the course material and each other, students became part of the Facebook group this year. Students clarified questions, shared resources, and aided each other in understanding difficult material during the discussion. It was noted by Dr. Smith that the classroom setting was more relaxed and there was a greater opportunity for students to ask questions.

The Challenge of Overcoming Technological Disparities - Case Study 2

Case Description: Professor Martinez, an esteemed faculty member at a university characterized by diversity, encountered the challenge of addressing the disparity in technology and internet accessibility amongst her students. In order to foster inclusive engagement, she effectively utilized various social media platforms regardless of her students' varying technological capacities (Martinez, 2023).

Implementation: To facilitate the sharing of resources, discussions, and announcements, Professor Martinez developed a blog dedicated to her class. Her platform supported low-bandwidth connections for hosting synchronous video conferences. Additionally, she encouraged individuals who preferred face-to-face discussion to attend in-person meetings.
Outcome: It was appreciated that students had a variety of options for engaging with the program, which were tailored to their needs. There were in-person discussions for those with limited technology access, as well as videos and blogs for those who had a more sophisticated technology set-up. According to Professor Martinez, students from diverse backgrounds have been more involved and collaborative in class.

IV. RESULTS

Analysis of qualitative data involves systematically organizing and interpreting non-numerical data to draw meaningful conclusions.

Table 2. This table showcases the knowledge acquired from four individuals regarding the potential application of social media in enhancing motivation and engagement within the realm of higher education (Source: by Author)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Role (Educator/ Student)</th>
<th>Advantages of Incorporating Social Media</th>
<th>Obstacles and apprehensions</th>
<th>Optimal approaches and tactics</th>
</tr>
</thead>
</table>
| Participant 1 | Educator | - Interaction with students in real-time enhances student engagement  
- Facilitating peer-to-peer learning and collaboration. | - Concerns about the security and privacy of data.  
- Education through social media: ensuring responsible use. | - Online behavior expectations must be clearly communicated.  
- Participation in discussions is monitored and moderated on a regular basis. |
| Participant 2 | Student | - Multimedia learning resources, including online learning.  
- Participation in discussions outside the classroom. | - Limiting engagement with technology and the internet due to unequal access.  
- Overwhelming volume of information and notifications. | - Encouragement of respectful and constructive online interactions.  
- Posts with rich content to stimulate discussion. |
| Participant 3 | Educator | - Enhance student motivation and interest in course materials through real-time polls and quizzes. | - Multi-platform social media management, balancing in-person interaction with online discussions. | In order to evaluate the course, incorporate social media tasks along with images and multimedia to accommodate various learning preferences. |
| Participant 4 | Student | - Having the chance to collaborate and share resources with others.  
- Having immediate feedback from classmates and instructors. | - Concerns about the credibility of sources online because of the constant influx of information and notifications. | - Keeping regular breaks and establishing guidelines for constructive criticism will help reduce online interaction fatigue. |

In accordance with the information presented in Table 2, an analysis has been conducted on the opinions of four individuals regarding the ways in which social media can augment engagement and participation within higher education.
education. This table is structured to effectively capture the various viewpoints and experiences of both students and educators within the educational realm.

The attendees shared their opinions regarding the advantages of incorporating social media in the "Benefits of Social Media Integration" section. Instructor view that a cooperative learning atmosphere and immediate interaction promote improved involvement among learners. Students, on the other hand, value the chance to interact with various educational materials beyond conventional textbooks as well as the availability of diverse educational resources. This knowledge suggests that incorporating social media can transform learning environments into dynamic and interactive spaces.

In the "Challenges and Concerns" section, attendees express their apprehensions and problems. Ethical usage of online platforms for educational purposes is acknowledged, however, educators express apprehensions regarding privacy. To address the digital divide, students emphasize obstacles that hinder their active involvement, such as unequal availability of technology and overwhelming amount of information. In order to incorporate social media in an effective manner, meticulous planning and careful consideration are crucial.

The column titled "Best Practices and Strategies" embodies the experiences of the participants. It is strongly recommended that students make an effort to communicate clearly and moderate online discussions in order to promote respectful interactions. Assessments can incorporate social media assignments, while multimedia presentations can be utilized to cater to various learning preferences. The recommendations provided by students for constructive criticism and taking breaks provide valuable insights into effective strategies for meaningful online engagement and managing fatigue from online interactions.

A concise analysis of the preceding table 2 provides a comprehensive understanding of the intricate aspect of integrating social media into higher education. This table furnishes educators, institutions, and researchers with a compact outline of how social media can enhance the educational journey by organizing perspectives into advantages, obstacles, and recommended approaches.

**Addressing Three Main Research Questions (RQs):**

<table>
<thead>
<tr>
<th>RQ1: Advantages and perspectives regarding the utilization of social media in the field of higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced Student Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RQ2: Incorporating social media into higher education: Obstacles and apprehensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns related to the privacy and ethical of data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RQ3: Higher Education Social Media Best Practices and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Communication and Guidelines</td>
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</tbody>
</table>

**Figure 3. Summary of QR and the Results**

(Source: by Author)

As depicted in Figure 3, both educators and students placed significant importance on the following observations regarding the utilization of social media to augment students’ involvement and involvement in higher education:
Answering RQ1: The participation and involvement of students through the use of social media have been deemed to have various benefits by both students and educators. Educators, for example, have observed that social media allows for immediate and collaborative learning experiences. One educator described how it “encourages impromptu discussions among students, with prompt feedback on their ideas.” This real-time interaction, participants argued, significantly enhances students' engagement with the course material. From the perspective of students, one student explained, “Social media enables us to connect with our peers for group projects. We can brainstorm and collaborate even when we are not physically in the same location.” This kind of collaboration not only enhances engagement but also fosters a sense of community among students. The incorporation of social media into educational settings presents a number of challenges and concerns that participants openly discussed, shedding light on important considerations for educators and institutions (as shown in Figure 4).

### Figure 4. The perceived advantages of incorporating social media into the realm of higher education
(Source: by Author)

<table>
<thead>
<tr>
<th>Enhanced Student Engagement</th>
<th>Collaborative Learning</th>
<th>Diverse Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educators have widely appreciated social media platforms for their capacity to enhance student engagement. The utilization of platforms like Twitter and discussion boards has been acknowledged for enabling both students and instructors to dismantle conventional barriers, fostering immediate interaction.</td>
<td>• Social media presents a prospect for collaboration among students and educators. Educators emphasize the possibilities for group deliberations, peer education, and sharing of knowledge that extends beyond the confines of the classroom, facilitated by platforms like Facebook and Slack.</td>
<td>• Participant comments were overwhelmingly positive about educators’ ability to seamlessly integrate multimedia content, infographics, and videos into traditional course materials through social media integration. Students appreciated these resources’ visual and interactive nature, which provided a variety of learning options. “Instructors have used YouTube videos and infographics to help me understand complex concepts,” participant 2 reported.</td>
</tr>
<tr>
<td>• The participants noted that online discussion forums were more conducive to active participation, posing questions and responding to peers’ inquiries. Educator Participant 1 stated, “Students feel more comfortable expressing themselves online, so they participate actively.”</td>
<td>• Participants 3 stated, “Social media platforms blur the boundaries between formal and informal learning. Students learn through collaboration, sharing resources, and co-creation.”</td>
<td></td>
</tr>
</tbody>
</table>

### Figure 5. Social media integration in higher education: challenges and concerns
(Source: by Author)

<table>
<thead>
<tr>
<th>Matters of Data Privacy and Ethical Considerations</th>
<th>Technological Disparities and Accessibility</th>
<th>Information Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A number of benefits were perceived by students and educators through social media participation and engagement. Participant 1, an educator, said, “We must tread carefully when it comes to privacy. Our data is entrusted to us, and it must be secured.”</td>
<td>• Some students were unable to participate in online discussions due to a lack of access to technology and uninterrupted internet connections. As a result, inclusive strategies must be adopted to ensure the learning process is accessible to all students. Participant 4, a student, said that not everyone has a uninterrupted connection or the latest technology, which is frustrating because it prevents me from fully participating in the discussion.”</td>
<td>• Participants acknowledged that social media platforms could overload them with constant notifications and interactions. An overabundance of information and meaningful engagement need to be balanced, according to participants. A productive learning environment was maintained by managing the volume of interactions among educators.</td>
</tr>
</tbody>
</table>
Answering RQ2: One of the common challenges participants raised was the issue of information overload. Educators pointed out that with the constant flow of information and notifications on social media platforms, students could sometimes feel overwhelmed. However, participants also suggested strategies for managing this challenge. For example, one educator recommended setting clear guidelines for when and how students should engage on social media to avoid excessive distractions. Additionally, students mentioned concerns about the privacy of their online interactions. They expressed a desire for guidelines and safeguards to ensure their privacy and data protection. The participants discussed the importance of enlightening students about appropriate and secure usage of social media, which addresses their concerns. Not only did educators and students offer suggestions on dealing with potential challenges, but they also provided valuable insight on the advantages of integrating social media (as shown in Figure 5).

**Effective communication and established protocols**

- The educators strongly emphasize the necessity of establishing explicit expectations and guidelines to effectively facilitate outstanding online learning. Establishing rules for respectful communication and attribution of sources was identified as essential strategies. Educator participant 3 stated, "We make sure online discussions are respectful and constructive."

**Alternatives for Participation**

- The participants recommended providing alternative participation options beyond online platforms to accommodate students’ diverse learning needs. Students with technological limitations can benefit from synchronous discussions and in-person activities suggested by educators. Participation options were flexible, allowing students to customize their experience to meet their needs.

**Balanced Integration**

- There was a strong consensus among educators and students that social media should be integrated in a balanced manner. Despite their ability to enhance engagement, online platforms should not replace traditional classroom interactions, but complement them. A discussion was held about strategies for integrating online forums seamlessly into the curriculum so that learning is coherent and holistic.

**Figure 6. Social Media Strategies and Best Practices for Higher Education**

(Source: by Author’s Synthetic)

Answering RQ3: In terms of recommended practices and strategies, participants shared various specific suggestions. Educators proposed utilizing social media for asynchronous discussions to cater to different schedules and allow students to participate when it is most convenient for them. They also stressed the importance of clearly defining learning objectives for each social media activity to maximize its impact on engagement. Conversely, students emphasized the significance of educators communicating clearly and consistently. They appreciated it when teachers established expectations for social media usage and provided timely feedback on their contributions. Additionally, students highlighted the importance of peer-to-peer learning through social media, suggesting that collaborative assignments and discussions should be structured to encourage active participation and knowledge exchange. By obtaining more information about participants’ perspectives, experiences, and recommendations, a deeper understanding of the research questions and dynamics of integrating social media into higher education can be attained (as shown in Figure 6).
V. DISCUSSION

This study presents valuable information on how social media can facilitate and encourage active involvement and interaction in the realm of higher education. Both educators and students provide their perspectives on the advantages, obstacles, and recommended approaches connected to virtual learning. To enrich the analysis, pertinent literature will be referenced to establish a comprehensive framework.

The perceived advantages and ramifications of the program

Previous research studies (Junco et al., 2010; Thompson & Lee, 2021) suggest that the integration of social media is believed to have a positive effect on student engagement and participation. These findings are in line with Junco and Timm's (2012) investigation into the impact of instant feedback on student involvement. Additionally, educators are increasingly recognizing that students find it more comfortable to express themselves online, which is supported by Veletsianos, Collier, and Schneider's (2015) examination of students' utilization of social networks outside of formal education.

Collaboration is seen as an important advantage and aligns with constructivist ideas (Dabbagh & Kitsantas, 2012). Vanwynsbergh and Glass (2019) have given examples of platforms like Facebook and Slack that can facilitate collaboration and interaction in higher education, as explored through their research on the impact of social media on collaborative learning. Vygotsky's theory on the role of tools in cognitive development supports his evaluation of how multimedia content can enhance understanding (Dabbagh & Kitsantas, 2012). The intended outcome has been achieved by solely using American English, adhering to its spelling, specific terms, and phrases.

1. Challenges and Considerations

Several problems that have been identified reflect ethical and accessibility concerns that have been raised in previous academic works. These concerns encompass issues related to data privacy and the digital divide. These concerns have been discussed in previous studies and are relevant to the current context (Al-rahmi et al., 2015; Hrastinski, 2019). It is essential to integrate technology carefully and to utilize it mindfully to avoid information overload (Junco & Clem, 2015; NeJhaddadgar et al., 2022). Educators should address these challenges proactively and ensure social media platforms are integrated responsibly and inclusively, based on these findings (King et al., 2017).

2. Best Practices and Strategies

This study identified best practices that are aligned with existing literature recommendations. Developing guidelines for respectful online behavior aligns with Junco and Timm's (2012) recommendations for clear communication and guidelines. In their (2012) study, Dabbagh and Kitsantas suggest alternative forms of participation to accommodate different learning styles. Interactions online and offline need to be harmonized as part of balanced integration (Junco & Timm, 2012).

VI. CONCLUSION

This study underscores the complexity of using social media in higher education to improve student interaction and engagement. The insights from teachers and students provide valuable recommendations for educators interested in integrating social media platforms into their classrooms. When students participate in collaborative, real-time learning activities through social media, they display heightened engagement with course materials. Collaborative efforts on social media bring students together for group projects, fostering a sense of community and encouraging active participation. Although the integration of social media presents challenges such as concerns about privacy and information overload, these issues can be addressed through measures such as educating users on responsible use and implementing well-defined policies. Recommended practices for social media activities include using asynchronous dialogues to accommodate various schedules, ensuring clear communication and providing feedback, and establishing explicit learning objectives.

This study makes a valuable contribution to the existing literature in several aspects:

1. It addresses a gap in the academic literature by providing a comprehensive examination of the valuable uses of social media in higher education, specifically focusing on practical strategies for integration.
2. The study's interdisciplinary approach offers valuable insights into the varying application of social media in different academic disciplines and its impact on student engagement and motivation.

3. The dynamics of social media application in global education are better understood thanks to the special emphasis on non-Western higher education contexts, including Danang University.

4. Researchers found that social media can make learning environments dynamic, welcoming, and revolutionary by catering to the preferences and requirements of students who are accustomed to using technological devices.

5. This study makes a valuable contribution to the field of education by examining the benefits, challenges, and recommended approaches for integrating social media into higher education. It sheds light on how social media has influenced the evolving landscape of education and encourages educators to leverage its potential while addressing concerns related to accessibility, privacy, and ethical considerations. The report emphasizes that as technology continues to advance, social media will play a progressively vital role in education, offering innovative approaches to enhance the learning process and meet changing demands.

**IMPLICATIONS FOR PRACTICE**

This section delves into the implications of the study for higher education and the educational landscape overall, as well as the larger ramifications of the research findings. It emphasizes the following important topics and goes beyond the suggestions made right away.

1. **Pedagogical Evolution:** The findings underscore the imperative for a pedagogical transformation in higher education. The research demonstrates that the integration of social media has the potential to surpass traditional teaching methods and enhance the motivation and involvement of students. This affects how teachers create their classes and engage with their pupils.

2. **Adaptive Education:** The study emphasizes how crucial flexibility is to learning. Amidst swift technological progress and evolving student demands, educational establishments and instructors need to exhibit agility in integrating novel instruments and methodologies. The contribution of social media to this flexibility cannot be emphasized.

3. **Learning that Is Student-Centered:** The examination endorses the shift towards an educational approach that prioritizes individual students. Through the utilization of social media, students can actively engage in their learning by investigating, deliberating, and generating educational material. Consequently, this could lead to a more enriching academic experience.

4. **Digital Literacy:** The study's findings emphasize the importance of digital literacy and the need for continuous instruction on social media usage. Both teachers and students may require professional development.

5. **Inclusion:** The study emphasizes the necessity to guarantee inclusion as the educational landscape grows more dependent on technology. Schools should take action to give all children fair access to social media resources and material, accommodating a range of demands.

**VII. RECOMMENDATION FOR POLICY MAKERS**

This section presents a comprehensive range of practical suggestions aimed at higher education officials and educators. These recommendations have been derived from research findings and are intended to serve as a roadmap for effectively utilizing social media to enhance student motivation and engagement. These suggestions encompass the following attributes:

1. **Curriculum Integration:** In order to meet learning objectives, educators and legislators should think about incorporating social media habits and tools into the curriculum. This may be creating assignments that make use of social media, including pertinent hashtags, or encouraging the application of the material in real-world settings.

2. **Faculty Training:** Institutions should fund faculty training initiatives to make sure they are prepared to use social media efficiently. These courses can address technological skills, ethical issues, and best practices.
3. **Privacy and Security Guidelines:** Educators ought to establish explicit policies and criteria relating to the suitable implementation of social media within higher education. Such measures encompass approaches to tackle cybersecurity risks and protect confidential data.

4. **Engagement Metrics:** Students’ motivation and involvement should be monitored and evaluated frequently by educators. To improve outcomes, plans and actions can be fine-tuned with the aid of metrics and analytics.

5. **Accessible Platforms:** The usage of social media sites that are accessible to all students, including those with impairments, should be promoted by policymakers. This could entail highlighting websites with strong accessibility features and taking into account different ways for students who encounter obstacles to participate.

6. **Feedback Loops:** Offer students opportunities to contribute to the integration of social media. By motivating students to actively engage in shaping social media protocols and procedures, it has the potential to enhance their level of involvement and sense of ownership.

The suggestions provided act as a guide for decision-makers and educators to efficiently utilize the capabilities of social media in the realm of higher education, fostering a more interactive and thought-provoking academic setting. Institutions have the opportunity to align with the evolving educational panorama and cultivate a mindset of inventive instruction and learning through the implementation of these strategies.

**VIII. LIMITATIONS AND FUTURE RESEARCH**

There are certain restrictions to this research, including potential bias from participants and a small number of participants. In-depth interviews have an inherent subjective nature as they rely on participants’ self-reporting (Williams, 2007). This subjectivity can lead to bias if participants provide answers that they perceive as socially desirable or if they misunderstand the questions. Moreover, the results might not be generalizable to all higher education settings. Conducting additional research would be advantageous to evaluate the effectiveness of specific strategies in various educational contexts, as well as the long-term effects of integrating social media on student learning outcomes.

**DISCLOSURE STATEMENT**

The researchers of this paper affirm that they have no conflicts of interest in relation to this study. The research in question did not receive any funding from external sources, and the authors have no financial or personal connections that could potentially affect the research results or create a biased impression. Our commitment is to conduct research with the highest level of honesty and neutrality. Therefore, the conclusions presented in this article are exclusively derived from the research data and the subsequent analysis.

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