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## INTERNET AND SOCIAL MEDIA IN EDUCATION

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**Abstract:** In an era of great technological development, the complete focus of communication between people has been changed. A simple conversation, a major deal, a life changing event is just a click away. People around the world have become equal players on a single scene where they can all come out and “play”. This is the natural consequence of the highly technological world of the 21st century and the era of internet. Education and the process of learning are essential characteristics of human beings. They are based on motivation, creation and development of ideas. Striving to gather and practice as much of that, people have created all the shrines of knowledge and studying: schools, universities and libraries. Leading philosopher Michael Patrick Lynch shows how our digital way of life makes us overvalue some ways of processing information over others, and thus risks distorting what it means to be human. Knowledge based on reason plays an essential role in society and that there is much more to “knowing” than just acquiring information. This paper looks into social media as one aspect of the internet culture and its specific role in the learning process of the students.

**Keywords:** knowledge, internet, social media

### 1. INTRODUCTION

In an era of great technological development, the complete focus of communication between people has been changed. A simple conversation, a major deal, a life changing event is just a click away. People around the world have become equal players on a single scene where they can all come out and “play”. This is the natural consequence of the highly technological world of the 21<sup>st</sup> century. Education and the process of learning are essential characteristics of human beings. They are based on motivation, creation and development of ideas. Striving to gather and practice as much of that, people have created all the shrines of knowledge and studying: schools, universities and libraries. This pursuit has undoubtedly led humanity to gather all that on a single place called the virtual world. The World Wide Web incorporates whole libraries, courses for learning all kinds of subjects and topics. One can access encyclopedias, view videos and learn more about a particular issue in the comfort of their own home. As a result of that and the natural need of people to communicate and share information, online networking has become an integral part of people’s existence. Human action has been immersed in the bytes and bits of online communication. In this respect, a whole new world was created offering virtual identities of people in an intense and wide-open communication across the globe. Such services are provided by social networking systems like Facebook, Myspace, LinkedIn etc. Having more than 1.5 billion users, Facebook is considered to be the most popular social networks. It is a phenomenon that has a major impact on people’s lives especially students of all ages. As such, the students’ online networking plays a formative role in the creation of their interests and learning habits, their academic and social integration as well as their future actions and pursuits. In addition to its positive impacts, the uncontrolled use of internet search engines and social media can also have potentially negative sides. Leading philosopher Michael Patrick Lynch shows how our digital way of life makes us overvalue some ways of processing information over others, and thus risks distorting what it means to be human. Knowledge based on reason plays an essential role in society and that there is much more to “knowing” than just acquiring information. This paper looks into social media as one aspect of the internet culture and its specific role in the learning process of the students.

### 2. THE “DANGERS” OF THE INTERNET REVOLUTION

Where the written word allows us to time travel, the Internet allows us to teleport – or at least to communicate in an immediate way across spatial gulfs. Changes in information technology are making space increasingly irrelevant. Our libraries are no longer bounded by physical walls, and our ways of processing and accessing what is in those libraries don’t require physical interaction. As a result, we no longer have to travel anywhere to find the information we need. Today, the fastest and easiest way of knowing is Google-knowing, which means not just “knowledge by search engine” but the way we are increasingly dependent on knowing via digital means. (Lynch 2016: xvi).

The internet started out as the Information Highway, the Great Emancipator of knowledge, and as an assured tool for generating a well-informed citizenry. But, over the past 15 years, that optimism has given way to cynicism and fear — we have taught our children that the net is a swamp of lies spun by idiots and true

believers, and, worse still, polluted by commercial entities whose sole aim is to have us click to the next ad-riddled page. Perhaps our attitude to the net has changed because we now see how bad it is for knowledge. Or perhaps the net has so utterly transformed knowledge that we don't recognize knowledge when we see it. For philosopher Michael P. Lynch, our fears are warranted — the internet is a wrong turn in the history of knowledge. "Information technology," Professor Lynch argues in his new book, *The Internet of Us*, "while expanding our ability to know in one way, is actually impeding our ability to know in other, more complex ways." He pursues his argument with commendable seriousness, clarity, and attunement to historical context — and yet he misses where knowledge actually lives on the net, focusing instead on just one aspect of the phenomenon of knowledge. He is far from alone in this. (Weinberger:2016)

On the other hand,

The rhetoric of internet criticism often follows a typical pattern, such as, "Yes, but," as in: "The internet does many wonderful things, but ...," followed by a long list of everything that's wrong with the net. Lynch is far more thoughtful than most, but his arguments nonetheless suffer from the flaws that typically bedevil this type of criticism. His idea of what the net gets right — the "Yes" before the "but" — is itself qualified, and a good place to start. He characterizes knowing on the net as "Google-knowing," or what we might otherwise call "looking something up.". (Weinberger:2016)

Students' use of networking sites is so widespread that visiting one has become an everyday routine. One aspect of the online communication between the students is the establishment of online friendships. They join different groups and communities and develop similar interests. Consequently, their focus on the news feed and the information running on the social media is undivided. This is the result of their wish to be part of the group, to share and experience new ideas. For example, their peers share information about themselves, education or entertainment around the clock. It inevitably rises others' curiosity to follow and check new posts all the time which in turn results with their approval or disapproval on the particular issue. In addition they will also be invited to do their part of sharing. In this way social networks build on students' views and attitudes. On the other hand, uncontrolled usage of different online contents presented on social networks could distract the students from following and mastering a well-established curriculum. It could defocus their initial interests and potentially influence on completing their regular tasks.

### **3. EXPANDING HORIZONS BY SEEKING OUT OTHER POINTS OF VIEW OR LOOKING FOR AFFIRMATION OF WHAT WE ALREADY BELIEVE IN?**

Knowledge becomes more practical than ever by being most theoretically presented on the Internet. The individual is given the freedom to explore an endless world of knowledge only to realize the necessity of getting into a certain streamline or given guidance in confirmation. Knowledge than as presented on the internet has to be seen as a channel through which students will build their learning and understanding.

Lynch states that people using Google or Facebook are being given new tasks that they take to willfully and blissfully unaware of their effect.

Before the era of the net, the reader's curiosity was bounded by the physical rectangle in the newspaper within which the article sat. On the net, if the source of the tidbit — a tweet, a Facebook post, an email — doesn't itself contain links to additional information, then we can pop some terms into a search engine and find more avenues to explore; push a comment or question back into the social medium through which we first learned of the topic; hop it over to a different social network; or, even reach out to the thinker or writer who stimulated the discussion in the first place. (Weinberger:2016)

In this respect, internet and social media pose both perils and opportunities on the way to knowledge acquisition. According to Lynch, the whole system of knowledge becomes networked. Students have to learn how to navigate that system, and social media offers one such system.

Students' academic and social integration can be highly dependent on using social networks. Students get informed about different events that might interest them and unless they can see and check the announcements made online they can easily miss what might be an amazing opportunity for them. Consequently, their mutual need to help and support each other brings them closer. They all participate in and share different information and events that can involve everybody in their school or academic community. In this respect, educational institutions also play a major part in bringing together their students and people with similar interests. They can better organize their work and inform the students by using the social network and help students fit into their academic life more easily.

Nevertheless, when it comes to knowledge sharing and acquisition, students have to develop new techniques to process the given information. Knowledge in this respect, can be downloaded and understood either individually or mediated through the social network that is itself mediated by the internet knowledge.

#### 4. CONCLUSION

Virtual networks inevitably shape and reshapes person's experiences and debates over it will continue in the future. The positive aspects of the networking experience still outnumber the negative ones, although the person has to approach all contents with critical attitude. Online networking allows people to learn about new courses, books and authors. One can see and share most recent scientific breakthroughs. They can all comment on that, give their views and further explain the matter. Both individual students and academic institutions now rely on social networks for educational promotion, development and integration on a global level.

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