

DEVELOPING CREATIVE ARTWORK THROUGH THE USE OF SOCIAL MEDIA: A CASE STUDY OF ARTS STUDENTS IN PENANG

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Abstract

The use of social media as part of learning and information searching tool is increasing significantly among the students of higher learning institutions. This paper explores how the creative art students engage with the social media for creative purposes and presents selected findings of wider study on creative development in the digital era. Using a sample of 300 students from public and private universities and colleges, the study aims to look at two specific themes: (i) The ways students use social media as a platform for generating information and discussion; (ii) the hopes and fears of creative students in facilitating their ideas and works in this platform. Using a mixed methodology, the study uses questionnaires to unveil the students' knowledge and practices in developing creative artwork. Interviews are also conducted to get rich insights of some of the joy and triumphs as well as challenges and fears they confront when using social media for developing creative artwork. The findings reveal that social media creates a new platform for these students to conduct their discussion; it acts as one of the information resources for developing creative projects at both local and global levels. Further, social media provides a space for interaction in getting comments and feedback especially from people with different backgrounds for a better quality artwork. While social media is also one the new approaches for creative art students to promote and exhibit their artwork to a wider group of audience, they are also fearful of theft of creative ideas and issues of copyright and patent of their ideas. By way of conclusion, this paper discusses some of the opportunities and risks in using social media for students' creative artwork.

Keywords: Creative Artwork, Students, Social Media, Interaction, Copyright

Introduction

The social media is increasingly common in everyday life among the students in higher learning institutions. While the usage of social network is increasing, we can also see that there is a tremendous change in the way of using the social network sites. Transformation of the website usage can be obviously seen following the appearance of Web 2.0 where searching and getting information can easily be done. Nowadays, social media sites are built with a variety of web-based tools and services is commonly used for communication and sharing. These tools also provide opportunities for individual expression as well as interactions with other users. (Arnold & Paulus, 2010) Activities can be done spontaneously by the users as long as they are connected to the internet. Furthermore, the tools and settings on social network sites also allow interaction to be done among individuals as well as groups. The findings of MTM London report on digital audience (2010) show that interaction with arts and cultural content in digital environments can be classified into five main categories: access, learn, experience, share and create. As the features on social network sites keep on increasing and developing, the use of social media as part of communication, learning and information searching tool has also increase significantly among the students of higher learning institutions.

In the past, drama and music performances could only be performed and presented in the theater while drawings and creative media works were only done and showcased in a studio. Today a majority of creative art students are engaged with social media sites like Facebook, Youtube, Behance, Pinterest and DeviantArt, which provide them new platforms where they can share their own artwork, finding references, as well as building up connections. (Lupton, 2014; Stoeckel & Sinkinson 2013; Dabbagh & Kitsantas 2012; Ellison, Steinfield & Lampe, 2011) As a result, artwork of creative students now can also be published online, showcasing on the social network sites and can be accessed at anywhere and anytime. (Roland, 2008) Social network without boundaries also give the creative artwork a bigger exposure to audiences. Apart from showcasing, creative art students are able to get feedback and discuss with the audiences about their work. Those audiences who have any comments and feedback can send their views to the owner of that creative artwork at their own convenience; the technologies on social network also enable discussion in groups. Furthermore, they can also expose their tasks to other local and international creative workers. The accessibility of creative artwork has become a two-way activity. (Poople, D. & Ho, S. L., 2011; MTM London, 2010; Budge, 2013; Hargittai, E. & Walejko, G, 2008)

The link of students' creative artwork and social media technology is one that concerns digital competency. Haeryun Choi & Joseph M. Piro (2010) argue that using web sites, search engines, digital libraries, online references, and databases to access, manage, and integrate strands of diverse data will ensure students to attain and master these resources and are able to apply these solutions to real-world problem solving. Bosch (2009) also states that web-based learning has

made learning content reachable and instantaneously made available to students who can download their readings and materials of learning with a single mouse click. Social network sites could act as platforms for them to showcase their work and to conduct discussions on their work. There is much research that explores the use of social media in learning settings, but there is no adequate research on creative arts students that explores opportunities and risks about putting artwork on the social network sites. This paper offers selected preliminary findings that reveal how creative arts students engage with social media in their learning settings.

Literature review and theoretical perspectives

There are several studies that have explored social media practices in the learning settings of students in institutions of higher learning. The Economist Intelligence Unit Report (2008) argued that the technology has had and will continue to have a significant impact on higher education learning. Technology innovation from time to time will change accordingly to the way of teaching in universities as well as the way how the students learn. These days, online learning has become a key consideration for scholars and educators around the world. The findings in the report show that a majority of the academic staffs claim that technology has brought a largely positive impact to their students.

Tenku Putri Norishah Tenku Shariman, Razak, N.A. and Mohd Noor, N.F (2012) looked at the digital literacy competence for academic needs among students from three universities in Malaysia. They argued that digital literacy competence of students depended on several factors. Four major themes had emerged from their findings. English proficiency is one of the factors that prohibited the students from reading, responding and understanding the digital form of information in a critical way. The findings also indicated that many students lack patience to navigate through digital content to retrieve and to understand thoroughly information in text form. Lack of motivation to access digital content also happened due to the lack of local content which would be more relevant to the respondents' daily life. The research also argued that students in higher learning institution are more attracted to visual learning content which comes together with audio.

Kabilan, M. K., Ahmad, N. and Abidin, M.J.Z. (2010) argued that the number of students in higher learning institution who are using Facebook is increasing. Respondents from the study agreed that Facebook can be an online learning environment that can facilitate English language learning. Respondents also agreed that Facebook has enhanced their confidence in English writing as well as motivating them to communicate in English. Kabilan et al. (2010) asserted that using Facebook for learning English is feasible with the condition of having an appropriate planning as part of the educational project.

Corso & Robinson (2013) identified a number of relationships between creativity and social media that facilitated and enhanced educational experiences. Social media was found to enhance

students' understanding and creative thinking. Social media allowed the students to choose their personal learning style based on their preferences. Corso & Robinson argued that collaboration and cooperation through social media facilitated students in creative thinking development. They also stressed that informal learning happened through peer based sharing and feedback on social media. As the creative people need recognition and has to build a reputation for their own, social media sites which allows sharing of own artwork became an ideal platform for them.

Al- Rahmi and Othman (2013) argued social media is a tool which will bring improvement in students' academic performance through collaboration among the students themselves. They added that interactive work on social media with their peers and teachers had assisted in their study. However, time management was one of the challenges for using social media for academic performance improvement.

A summary review of literature above on social media in learning settings reveals several themes that are of significance like interactive communication and collaborative learning, information management, learning and problem solving skills. Much of this research centers on digital competency but does not address the digital competency related to social media activities in a comprehensive way.

This paper draws largely from the works of Ala-Mutka to give insights to students practices on social media in institutions of higher learning in Penang. While studies have looked at the performance of students in the academic settings in institutions of higher learning, there are still gaps in terms of research knowledge from the perspectives of academicians and industry players. Selected findings of a bigger study that aims to look at social media practices of creative arts students is presented in this paper. It is important to explore how the creative art students engage with the social media for learning purposes.

The social media phenomena are one that sees students embracing social media technologies. Many have noted that using university traditional course management systems like Moodle, Blackboard, Dokeos and ILIAS are too formal as the interface of the system is slightly not so friendly to their users (Corso & Robinson, 2013; Subramanian, P., Zainuddin, N. & Alatawi, S., 2014; Sim, Y.H. & Mahmud, M., 2015). Further it was reported that university based learning systems are not flexible to address the needs of the different students.

There are several models that can examine digital competencies in social media practices. Researchers have different views and definition on the concept of digital literacy, however majority of their studies relate to knowledge, skills and attitude. Gilster in 1997 insisted that the ability and interpreting the information involve basic thinking skills and core competences, without that, a person could not perform tasks effectively in an interactive environment.

The term of digital literacy now includes many sets of specific skills and competencies needed for searching, finding, evaluating and handling information in computerized form (Shopova, 2014). Martin (Shopova, 2014) stated that digital literacy is a framework for integrating various other illiteracies and skill-sets, though it does not need to encompass them all.

The model offered by Ala-Mutka (2011) is important and instructive to the present study as it centers on the aspects and elements of digital competence. Ala-Mutka proposed a conceptual model of digital competence which covers three main areas:

1. Instrumental knowledge and skills for operational and medium related media usage
2. Advanced skills and knowledge for communication and collaboration, information management, learning and problem solving and meaningful participation.
3. Strategic skills for attitudes that foster intercultural, critical, creative, responsible and autonomous involvement.

The different indicators encompassed in this model are as follows:

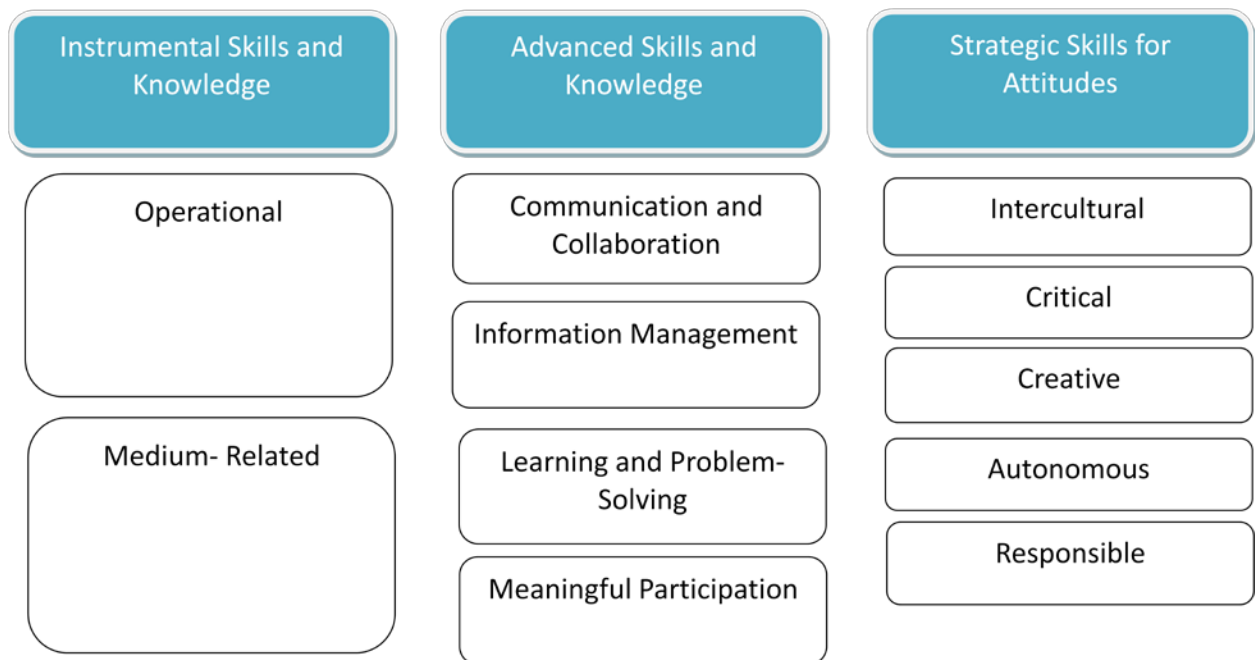


Table 1: Digital Competence Conceptual Framework (Ala-Mutka, 2011)

This study draws insights from the above table; however only selected findings are offered in this discussion.

Project Design

This study is based on a sample of 300 students consisting of Arts students (design, graphic, new media, product), Communication students (journalism, broadcasting, public relations, advertising, corporate communication) and Music Studies in public and private universities and colleges. Using a mixed methodology, the study uses questionnaires to unveil the students' knowledge and practices in using social media as learning platforms as well as in-depth interviews to get insights of some of the joy and triumphs as well as challenges and fears they confront when using social media to developed creative artwork. A total number of 10 students were interviewed to generate rich insights about the use of social media in learning settings. The fieldwork of data collection for this study was carried out between October 2013 to July 2014.

Findings

This paper reports selected findings of the views of students on the social media skills and knowledge. This is followed by a description of interviews which delve into the hopes and fears of the students.

Ala-Mutka has suggested that digital competencies can be studied according to different strands which include: (i) Instrumental skills and knowledge, (ii) Advanced skills and knowledge & (iii) Strategic skills and knowledge.

Instrumental Skills and Knowledge on Using Social Media

As seen in Table 2, generally, majority of the creative art students (74.3%) stated that they know many appropriate tools and functions to present their creative ideas. 57.7% of them agreed that they always use the latest software to present their creative projects. They also agreed that social media is the most important digital platform for them to develop their creative projects. Nearly 68.7% of them agreed that social media is the most important digital platform for them to develop their creative projects. While the social media is seen as an important platform for developing their creative project and getting resources, the students also value traditional forms of resources such as books, magazines and etc. Nearly 65.7% of students agreed that they value traditional forms resources. Meanwhile, 26.7% students strongly agreed with this statement.

	Instrumental Skills and Knowledge	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1.	I know many appropriate tools & functions to present my creative ideas.	0	12.0	74.3	13.7
2.	I always use latest software to present my creative projects.	0.3	31.0	57.7	11.0
3.	Social media is the most important digital platform for me to develop creative projects.	0.7	9.0	68.7	21.7

4.	Apart from the resources found on social media, I also values resources from traditional forms (Book, magazines, etc).	0.3	7.3	65.7	26.7
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Table 2: Instrumental Skills and Knowledge on Using Social Media

Advanced Skills and Knowledge on Using Social Media

Data attained shows 68.3% students agreed and 12.3% students strongly agreed that they received helpful comments for their creative projects from their contacts on social media (see Table 3). With regard to the number of students who look for comments from creative professionals/ designers from all over the world is slightly lower, only 52.0% of students agreed with this statement while 30.0% of them disagreed with it.

About 76.3% of students in this study stated that they are able to locate creative artwork information on social media that are relevant to their projects. Nearly 62.3% students agreed that they are able to differentiate credible or authoritative or non authoritative content on social media.

About 73.3% of students agreed that they gather relevant feedback to improve their creative projects. Similarly, when the students face difficulties in their creative projects, majority of the students (66.3%) agreed that they use social media to find solution.

Many of the students (63%) in this study agreed that they are able to collaborate with others on social media to complete my creative project. Apart from that, 66.7% students claimed that they are able to use social media to promote their creative artwork in order to create an impact on the society.

	Advanced Skills and Knowledge	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
5.	I get helpful comments for my creative projects from my contacts on social media.	2.0	17.3	68.3	12.3
6.	I look for comments from creative professionals/designers from all over the world.	1.0	30.0	52.0	17.0
7.	I am able to locate creative artwork info on social media that are relevant to my projects.	1.0	10.3	76.3	12.3
8.	I am able to differentiate credible/ authoritative or non authoritative content on social media.	1.3	28.7	62.3	7.7
9.	I gather relevant feedback to improve my creative project.	0.3	12.0	73.3	14.3
10.	I use social media to find solutions whenever I face difficulties in my creative projects.	0.7	10.7	66.3	22.3

11.	I am able to collaborate with others on social media to complete my creative project.	0.3	20.3	63.0	16.3
12.	I am able to use social media to promote my creative artwork in order to create impact on society.	0.7	13.3	66.7	19.3

Table 3: Advanced Skills and Knowledge on Using Social Media

Strategic Skills and Knowledge on Using Social Media

The study also sought to find out the critical attitude of students while using the social media for their creative artwork. Findings reveal that 35.7% students often accept comments from different cultural groups with an open mind. 43.4% students assess the reliability of information found on social media sometimes. Only a small number of 13% of the students always assess the reliability.

It is important to emphasise that finding also reveal 36.7% students often and 26.7% students always enjoy using digital tools to present their creative project. 40.7% students like to use the strengths of social media to promote their creative work sometimes.

Copyright is always one of the important concerns when it comes to creative artwork development. However, 8% of the students stated that they never make their creative artwork protected under copyright before they publish them on social media. Only 26.7% out of 300 students always make sure their work is copyright protected.

	Strategic Skills and Knowledge	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
13.	I accept comments on my creative projects from different cultural groups with an open mind.	0.7	5.3	32.0	35.7	26.3
14.	I assess the reliability of information found on social media.	2.3	8.0	43.3	33.3	13.0
15.	I enjoy using digital tools to present my creative projects.	1.3	6.0	29.3	36.7	26.7
16.	I like to use the strengths of social media to promote my creative work.	1.0	9.7	40.7	33.7	15.0
17.	I will make sure my creative artwork is protected under copyright before I publish them on social media	8.0	15.0	25.0	25.3	26.7

Table 4: Strategic Skills and Knowledge on Using Social Media

Interviews findings

Social media for references and resources

In general, students reported that social media is one of the most important tools for references and resources. They indicated that social media will always be the first option for them when they are looking for references for their projects as well as keeping themselves up to date with softwares and digital tools information for creative purposes. Sharing from their contact on Facebook is common among the respondents to receive information about the latest software and digital tools. Besides, some of their contact also shared with them tutorial videos which guided them in terms of steps and skills on certain creative development. The interviews also reveal that Youtube, Facebook, Behance, Pinterest, and DeviantArt are the popular sites which they use to look for references and resources. Apart from the social media, 'Google' is another important site for references and resources among the creative students. Some of the students also ask their contact for references and resources through Facebook. On the other hand, for some of the projects, students also treasure traditional form of resources and references such as magazines and books. One of the students stated as below:

I think if I just rely on the information on social media is not enough. Information and resources should be searched on from other platforms such as websites, books.

Interaction on social media for creative project

Students have got a very different view on how helpful is the interaction on social media for creative project. Some of the students think that the interaction is helpful and there are also some who think that the interaction on social media does not help much. One of the respondents remarked as below:

I think that is not really helpful because usually they will only give you comments after you develop the whole project... at that moment, you will not be able to make much changes. The only thing is you can keep it for the next project. You will have to keep in mind and then remember what they said and be more careful. But still I think that what we the designer thought is more important, you can only take these as a reference and maybe make yourself improve a bit in the future. However, it will not be the main factor for improvement too.

Students who are using social media for creative project development also tend to get meaningful feedbacks. They feel that not all of the feedbacks and interaction are helpful for their project.

Meanwhile, they still appreciate helpful feedbacks and are looking forward to fruitful discussions and comments. One of the respondents noted:

For me, I like discussion but it also depends on what kind of feedback they have given to me. If they just wrote a 'good' there, then I seriously don't know what I can do from that. If they give me a very detail of comment, then seriously I feel very thankful.

Students also have very different views for the feedback from different group of people. Some of them think that professionals' view are more helpful in developing their creative artwork however there are also some of them who think that views and feedback from those who have a different background are also equally important for improvement and development purpose. One of the students stated below:

I think professional group can give more straight forward comment and you know what kind of changes needed once they pointed it out.

Another student who claimed that feedbacks from people of different background are also important stated below:

I prefer feedback of students from different background because some other designers might know what you are doing because same mind...some concept... they know. But student from other courses they never learn about this. When you put something in ...for example, when you design and you put in the concept, some might not understand and some will understand. Sometimes things which are simple will make people understand it easily. So I wanted to see how the... audience reacts.

While a lot of us think that social media is a place where we can get connected to a lot of people, some of the students view it differently when they were asked if the social media allows them to get connected and benefits them in developing their artwork. Majority of the students are only connected and getting feedback for creative artwork from their own friends, course mates, friends who are taking the same course in other institutions, friends of whom they know in person from the creative industry, and lecturers. Based on their experiences, professionals and designers especially international experts are slightly hard to be connected on social media. According to one of the students:

The problem is those who are really great in the creative field, usually they are not that attach to social media. The other way is... after you work as an intern in the company and then only you get connected with them. There is

no way for you to just search and get connected with them through the social media. Meaning you have to know them in person first.

Another student stated

I try to approach designers from Hong Kong and Taiwan but they didn't reply to me so I just give up.

However, there are also students who manage to get feedback and knowledge sharing with international contact. According to that student, participation in international level events provided a chance to get international contact and having interaction with them. He was connected to several international contacts after he participated in some events.

...because I do get a lot of international feedback as well. And also for an example, when I take photo for Georgetown festival last year, I posted up the pictures and then I add some caption and description for the photo and I can see people are happy and they get to know some information through my photo as well. So I can see that people are also using the social media as a platform to search and get information, even a photo can give some info.

One of the students also stated, different social network site will provide a different impact on this.

For Facebook, then it is more on your own circle of friends only. For Behance... I can interact with other artists. You won't have that kind of limitation like only those whom you know and also those who are also students, at the same level with you. Behance can help to get comments and interaction with more people around the world. It can be anyone.

Reliability of information

Majority of the students felt that information which they found on social media for creative artwork development purpose were not highly reliable. A few of the students claimed that they need to do a comparison or even filter the information found before they apply them on their own work.

One of the students stated that he will always cross-check with experts in the industry and also test out the technical information shared on social media. Meanwhile he also felt that it is irresponsible to share the information without checking its authenticity:

Not all are reliable. You have to verify it with the right person. I will discuss it with those experts whom I know and also test it out. I think only 60% of the information on the social media is reliable... A lot of people just share it due to the rest are also sharing it, and then everybody is circulating the same thing without knowing whether it is right or not. I think this is not right.

Another student noted the following:

I think if you want to use that information, then you have to search more and make a comparison and see which is more reliable.

The qualitative data reveals that students do not rely much on the information or resources found on social media for specific creative artwork development. Social media is where they are getting information from what their friend shared. The information could be something related to what their contacts are doing and might not be relevant to what the respondents are doing. However, it could be an extra knowledge or information for their future creative artwork. One of the students stated that there is no information to be found on social media, social media is just a place to get connected unless you post your questions there and let your contacts share or find the information for you. His comment is as follows:

How can you search for information there? It is more on you get connected and then you post up the questions and then you wait for an answer.

Nevertheless, there are also students who strongly think that the information found can be very helpful to make their work a better one. One of the students stated information or resources found on social media can be a guideline for his creative artwork. More information and different resources are needed to guarantee the quality of his work.

I saw some quotes before... 'Creativity is to take an idea from someone else and evolve it to something better'. Meaning I look at somebody work and then look for tutorial as well, and then I will improve it in a way, combine and improve, improve from what they have, or even from the knowledge I have gathered

Social media is somewhat helpful in problem solving

Students have different views on how helpful social media can be in solving their creative artwork problem. One of the students think that social media will be somehow helpful in this matter; however using the messenger to get reach of their contacts for the solution will be much more efficient than just posting up your problem and waiting for a response. With the help of messenger, it will assure their contacts to see the questions compare to just posting it up on

Facebook wall. Some of the respondents think that it is more efficient to get their problem solved if they can meet the correct person face to face; demonstrate and show them what are the proper steps will be much more easier compare to asking for help on social media.

Part of the students commented as below:

You have to post up the questions and then wait for the right person to response. The other option is you have to private message those whom you think will be able to help you such as students, lecturers, experts of the field. It takes some time for you to get to the person and discuss face to face. However, social media is anywhere and anytime.

I think asking those who have the specific knowledge to teach you directly will be a better alternative compare to social media. I still prefer face to face. The way how people say and how you do it when it is through social media, it might be different. But when people do it in front of you, you can see it, you can see what they do, the visual... will make you understand further.

One of the respondents also reported that he has difficulties in getting his problems solved through social media due to the difficulties in explaining his problem using text.

If you need to discuss in details then of course face to face is better. Usually when we do the discussion on social media, we have to express through text and I think for me there is a limitation, I have to type everything and the other problem is I am struggling in expressing myself.

Ability to verify authoritative and non-authoritative content

Majority of the students claimed that they compared the content or information found on social media. Findings reveal that most of the students are lack of skill in verifying authoritative and non-authoritative content. They only concern if the information is reliable or not.

For most of the students, they think that comparing the content they found from different sites is one of the ways to judge the reliability. Most of the time, the students judge the reliability of the content base on their very personal judgment. One of students recorded that:

First I will search on the thing, don't care if it is true or not, still search on whatever I can get first. Then only I will start to compare and think if this is reliable.

There are also students who believe that the high appearance of information will give an idea about how reliable the information is. One of the girls commented as follow:

No, my style is, I find more information and then will take those which overlap for further use. From here I can see which are more reliable and make a decision. I hardly ask others also. Usually is just searching and decide by myself.

Plagiarism issue on social media

While students upload and share their work on social media in getting feedbacks, comments and discussions, some of them also express their concerns on copyright and plagiarism issues. Plagiarism issue concerns the student not merely on the final outcome, one girl claimed that her idea was 'stolen' by her own course mate after they had a discussion on social media. Her comment is as below:

It happened to me. I just chat with friends, I told her that I thought of what I wanted to do for the drawing assignment... then the next morning, she call me and told me that she don't have time to think of what to do for her own project, so it is okay for her to use my topic. See...

Students feel that everyone has the responsibility to not plagiarise work from others if they do not want to encounter the same situation. They feel that all the players in the industry including those who are already in their professional level should follow the 'rule' for not plagiarising. One of the students mentioned:

You don't want others to copy your work, then please don't do the same. You don't want to see people taking your work and then just add in something here and there right? You don't want that to happen right? So you don't do this. Don't do things that you don't want it to happen on you.

While they look forward for their own work to be appreciated and credited, findings also reveal that some of the students are aware that credit should be given to the original creator when they re-use or re-post other people's creative artwork.

I have seen a lot of cases where popular sharing pages, they share the artist artwork without crediting the artist.

Majority of the students think that plagiarism on social media is not being looked into seriously. Everyone just simply share and download and re-use whatever they come across. Students wish

to learn and know more about plagiarism and copyright issues. They are excited and proud to post their work on social media and at the same time, they have concern about their work to be plagiarised by third party. One of the students noted:

I think it is not that strong for the creative industry because... for us... even though we are students but still we didn't know much about the copyright thing. So... might have some other creative people who are in the field use our ideas secretly but we don't know. They don't appreciate the original creator.

Students wish that the institution could give them a clear guideline on this matter. One of the boys revealed:

Basically, the institution told us about this before. But you see the problem is most of the things also they told us about it but not teaching us how to do or apply it. They just tell you that this is so important and of course we know it is important but they never guide us in a proper way... So I think the institution should take some action. Guide us and then also keep on strengthen on not simply share other people's work without giving any acknowledgement. This should be start at the university level.

Discussion

The collected quantitative data revealed that students are digitally competent in instrumental skills and knowledge. They are able to find and operate the appropriate medium and tools for creative projects development. Majority of the students claimed that they are aware of the appropriate tools and are making use of them to present their own ideas. Findings of the study also noted that social media is another one of the important digital platforms for creative artwork development in this digital era. Meanwhile, the students still treasure the traditional forms of reference and resources. This shows that while the students are highly dependent on new media, they are still aware of the importance and helpfulness of traditional forms of references and resources.

In relation to advanced skills and knowledge, findings showed that social media is being used with various kinds of interactions. It is now one of the medium to discuss and to get spontaneous and immediate feedback. Interestingly, students are looking forward for getting helpful feedbacks and comments from their contacts, however the quality of interaction is highly dependent on whom the students are connected with on social media. Data reveals that the students in this study are restricted to local contacts only. On the other hand, some of the students mentioned that they manage to achieve and get comments from international contacts as well as from the professionals, it shows that participation in events and activities are needed to

achieve this goal. The students also claimed that social media provides them a platform to exhibit their work to people from different background and enable them to gather views for further improvement. As much as the comments had helped the students, some of the comments made are however found not to be helpful to a certain extent. Findings show that digital competency needs to be supported with various kinds of skills and knowledge for getting the 'correct' connection on social media. Besides, advanced skill on approaching, questioning, and managing is also highly needed for getting helpful connection, helpful feedback, and helpful comments.

Even though the students are able to locate creative artwork information which is relevant to their project, findings also show that they are not able to differentiate between authoritative and non-authoritative content. Apart from this, students are also not fully assessing the reliability of information. This basically means it is a bit risky for them to use the information found on social media. Students also mention that social media is not so much about getting information but still it is a good place to look for creative artwork sample as reference as well as conducting discussions. Given that there are potential dangers for using information found on social media, it is important for students to be critical in their findings when evaluating, managing and using information found. The data here reveals that strategic skills and knowledge of students is essential to a competitive workforce in the creative industry.

When students face difficulties in their creative projects, they still prefer face to face discussion compare to looking for solutions on social media. Using text to explain and understand is also one of the restrictions for problem solving by using social media. Given that, social media is not the first choice for students as a problem solving tool. As mentioned earlier, lack of skills will also restrict the use of social media as a platform for creative project development.

The data reveals students use social media as a platform in the hope of getting helpful comments and feedbacks for their creative projects. Apart from the local feedback, they are also hoping that the unbounded social media will enable them to receive comments from the ordinary people and professional groups from all over the world. Students are looking forward for meaningful feedback and suggestions of solutions for problems through discussion on social media.

In addition, the students are also concerned about plagiarism and copyright issues when it comes to social media. They feel insecure to upload or even discuss their creative ideas on social media. The study shows that students are aware about copyright and concern about plagiarism; however their knowledge on this is quite limited and need to be enhanced.

As a whole, social media is helpful to a certain extent for creative artwork development. The study has stressed the importance of digital competency among creative art students in this

digital era. There is a need for discussions on how creative arts students' digital competencies can be improved to meet the challenges in the creative industry.

Conclusion

Engaging with the arts through digital media is now a mainstream activity. (MTM Report, 2010) Corso and Robinson (2013) acknowledged that creativity thrives in a culture of recognition and supportive environment where there is an opportunity to share, build and reflect on ideas. This study provides a picture of many interactions and activities that were done on social media for creative artwork development. Many of creative arts students are using the social media as part of their learning and sharing tool. They are dealing with social media in many ways like uploading, browsing, searching, discussing, commenting and etc. Active involvement of creative art students is partly due to the potential of social media in assisting them in their artwork development. Students are comfortable with Facebook environment and creativity is conducive in spaces where learners are emotionally comfortable. As noted by the students, the study also reaffirms the idea that creativity is actually being enhanced and this could also lead to a better creative outcome.

While there are many opportunities that are available on social media, students also confront fears particularly in relation to their creative idea and artworks that could be stolen, manipulated, or copied. This makes them more cautious when it comes to sharing their creative artwork on social media.

By way of conclusion, it can be seen that the module offered by Ala-Mutka is an useful way of tracing the pattern of social media engagement in terms of learning among the creative students. The model use in this study shows that the students have a range of skills from the instrumental to the advance and to the strategic in terms of using social media for enhancing knowledge as well as enhancing networking among creative people and agencies. This study which has look at social media shows that it is an important platform that is used by creative students in managing the creative artwork development.

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