

# The Risks and Benefits of Social Media, and Its Place in Higher Education: a study

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**Abstract**—This study investigates how students have performed when exposed to social media in a learning context to facilitate the development of an institutionalised social media platform for universities. I will conduct a literature review covering three areas, 'Social media in higher education' to gauge the effectiveness of student engagement, 'The effects of social' media to explore any potential risks in an effort to build the platform both ethically and responsibly, and finally user interface and user experience patterns of social media. I hypothesize that an institutionalised social media platform could be a benefit to students by easing their onboarding process by a better space to find their cohort, and academically by making course related materials more accessible in a familiar feeling domain.

**Index Terms**—Social Media, Social Networking, Higher Education.

## I. INTRODUCTION

Social media is all around us, and the vast majority of us use social in some way or another very frequently. Many studies have taken place to explore the impact social media could have on students when they have been encouraged to use existing platforms as a contact and collaboration tool as part of their course. Finding your place socially at university can be very daunting, especially if you have been unable to find your way into any large social events, or onto any student-run social channels such as Discord etc, if any such things are in place at all. Failure to find such places can have a major impact on not only the university experience but also their mental health, as they can find themselves isolated. I plan to research into the question; could a social media platform embedded into higher education institutions be of benefit to students starting university by aiding their integration into their new social setting?

## II. RELATED WORK

This literature review investigates the risks and benefits attached to social media and the potential advantages that it could bring forward as a tool in higher education and pedagogy. Social media has made a massive impact on society in many ways, and using it one way or another has become commonplace in most of our lives, but do we fully understand the risks and advantages that it presents? This literary analysis of recent (2010-2022) research papers aim to explore findings on the possible side effects of social media in an effort to weigh the pros against the cons regarding the integration of social media with higher education (HE) and pedagogy. I hypothesize, that with proper application, social media could become a valuable tool within HE institutions and could help increase engagement with learning materials and courses.

### A. Social Media in Higher Education

Liu [1] acknowledges that each social media platform comes with its own set of strengths and weaknesses and that the integration of such into pedagogy must be planned cautiously, ensuring that it is the strengths of the platform that are leveraged and not the potential distractions and difficulties that could hinder student learning. Liu talks of each social media platform being a tool, each in its own specific right and each with its designated purpose, so a one size fits all approach would only bring about nuisance. The author notes, for instance, that we could capitalize on Facebook's ubiquity and capabilities for collaboration. Liu [1] and Baruah [2] both talk about the integration of social media into higher education and both conclude by sharing their thought on that it would be an advantage to implement social media elements as tools within higher education. Baruah further empowers Liu's point about different platforms providing different tools, by discussing how much easier collaboration becomes when using online facilities. Online mediums that provide features allowing users to co-draft documents, organize members, arrange meetings, spread information, and gauge opinion, all while having the capability to reach audiences all over the world. Baruah concludes that there will be a greater capacity for groups to participate in collective action, going on to say that it is the hallmark of civil society.

Kelm [3] also implemented social media into their course and noticed an increase in engagement from their students and reported a greater sense of team ethic between classmates. Kelm concluded with a note stating that the secret for educators is to observe how technology is used in everyday life and then implement that use into our education systems. Wang et al. [4] mention in their paper that there is a call for an approach to try and better balance the relationship between social media and academic study but pays a great deal of respect to the potential benefits that it can offer. The paper goes on to mention that students are very likely to be affected by social media, whilst it provides a world in which to make new friends and release pressure, it can absolutely impact students' lives and grades, calling for the aforementioned balance.

Evans [5] encouraged students to interact with him and their peers through Twitter and found that the amount of Twitter usage was associated with increased student engagement. Course-related tweeting showed no evidence of being related to interpersonal relations between students and their tutors, and finally that Twitter usage did not relate to class attendance.

Williams [6] talks of the capabilities that social media brings forward as advantages in enhancing learner engagement in

a very efficient way and reiterates the points provided by Junco et al [7]. The paper from Junco et al. follows a similar experiment to Evans and his 2014 paper [5] but in a slightly more robust and comprehensive fashion. This was achieved by using two separate groups, the first consisting of 125 students, half of whom were required to use Twitter while the other half were required to use Ning, whereas the participation of Twitter and Ning usage was voluntary for study group 2. The study recognised greater motivation towards engagement from study group 1 (those required to use Twitter and Ning). The paper concludes by stating that new technologies being incorporated into contemporary classrooms is an important development in an effort to produce more effective learning strategies and outcomes, while calling for contemporary students to improve their capacity to engage in more self-directed collaborative practices in order to better take ownership of their learning.

Tripathi [8] observed that nearly two-thirds of faculty at their institution had used social media in a class session, some even posting content for students to further read outside of classes, which saw promising levels of engagement while other members of the faculty ask students explicitly to utilise social media as part of course assignments. On an end note the paper reaffirms that the presence of social media within HE is increasingly visible as instructors continue to further employ technology to enhance their teaching methods and promote active learning for students.

Haythornthwaite, Paulin, and Gruzd [9] discuss an overview of the measures and potential of a multi-method approach for studying learning through means of social media, based on a workshop held at the 2014 Learning Analytics and Knowledge conference. The paper pays vast respect to the implementation of social media into both teaching and learning being new, but still advancing rapidly. It is recognised that learners are already present on these channels and are already capable of information search and acquisition, learning community support, knowledge building, and engagement. In one of the final notes of the paper, there is mention that different settings of formality would call for different considerations to be made. In a formal setting, the intent of the instructor must be taken into consideration while examining the discussion formation comparatively against the desired communication and pedagogical outcomes. Whereas in more informal settings, we must consider the impact of things on a more societal level of mass learning and how the balance of the development of sustained learning communities is affected by massively distributed learning and the 'just-in-time learning' associated with social media exchanges.

### *B. The Effects of Social Media*

The paper by Amedie [10] mentions that 'Ironically, social media is in effect turning us into one of the most antisocial generations, yet. The paper talks about the connection between social media and anxiety – It states that social media causes depression and anxiety in two ways. Chronic stress causes depression and anxiety. Being constantly alert for new social media messages, to your instinctive fight or flight limbic system, is the same as being on continuous alert for predators,

which causes a release of the stress hormone cortisol. The second cause of depression anxiety is constantly trying to maintain an unrealistic and unachievable image of oneself on their chosen social network. The paper also mentions that social media can pave the way for criminal activity, by putting to use the freedoms offered by social media to hide their identity and engage in things like cyberbullying, cyber terrorism, human trafficking and drug dealing, though only talks in depth of cyberbullying, criminal and terrorist activities as they are the most common illicit activities. Amedie concludes that despite the positive benefit of rapid information sharing, social media enables people to create false identities and superficial connections, causes depression and is a primary recruiting tool for criminals and terrorists. It also mentions that the negative impacts of social media are rarely discussed, while the benefits are often emphasized.

Kuppuswamy and Narayan [11] recognise that social media sites provide function for individuals to create and maintain social ties, which can be of a great benefit in both academic and social settings. It is also observed that these same sites present risk to individuals' privacy, health, safety and professional reputations if the platforms are not used responsibly.

In a 2012 paper by Tariq et al [12], the authors observed that more than 90% of college students use social media [13] and they found social media to be having a negative impact on education. Tariq et al believe this to be due to social networks capturing the total attention of its users and redirecting them towards non-educational, inappropriate and unethical activities such as 'useless chatting, time killing by random searching and not doing their jobs'. The paper goes on to note that social networking sites quite often play host to attractive activities such as gaming or advertisements, enticing people to sign up or simply waste time, it is the over-indulgence of such activities that cause users to develop social media addiction. It states that providing ubiquitous facility of social networks is a straight invitation of addiction to any teenager and even an adult, as academic satisfaction is not enough got those students who suffer from social isolation [14].

A study conducted by W.Akram and R.Kumar [15] observes the both the negative and positive impacts of social media on society and business. The paper notes the merits presented by social media while also recognising that it has some faults. Touching on social media within higher education, Akram et al discuss that social media allowing individuals to share thoughts with others on the other side of the planet instantly is a massive positive, and in many cases this shared information then becomes easily available for many others to see and benefit from. The literature saw that social media helped in development towards simply being more prepared, stating that social media is fundamentally about showcasing and taking part in current trends around the world, further enabling students to plan or gauge an idea of what might be expected of them. In contrast of those points, the paper outlines that social media could aid toward reduced learning and research capabilities. With a growing dependency on information being easy to find, this could hinder the development of research skills. In most cases people tend to use slang or abbreviated

language on social media as most relationships between individuals tend to be interpersonal, coupled with an increased reliance on spellcheckers and autocorrection, this decreases their charge over the dialect and formal writing abilities. Another valuable note from the paper shines light on time wastage, while social media and the internet in general are a boon for education, it opens the door for many distractions if the right amount of self-discipline is not present. While social networking has improved the quality and rate of coordinated efforts from students, it remains important to be responsible and understand the possible negative effects that social media brings forward. A general consensus is established with Tariq et al's [12] points on the factor of distraction before concluding that people are advised to adopt the positive aspects of social media while avoiding the negatives, in an effort to benefit from the latest and emerging technologies.

Kaur and Bashir [16] reiterate that there are many benefits to social media use for adolescents, and that there are also multiple potential risks that can act in detriment to their mental health and well-being. Some of the positive impacts outlined were access to health information, enhanced communication and learning opportunities, while the negatives involve stress, depression, suppression of emotional awareness, fatigue, on-line harassment, decline of intellectual ability and a shrinking capacity for concentration. The paper goes on to express that these risks could be navigated successfully with proper handling, such would call for an education around social media abuse being provided (expressly to parents to mitigate the risks for children and adolescents), but a greater awareness of the capacity for potential harmful effects that these platforms can inflict must be attained.

Bashir and Bhat [17] touch on these points again exploring the psychological effects of social media, asserting that excessive use of social media can lead people to disastrous results, starting with anxiety and leading to depression. They saw in Pantic et al.'s study [18], mirrored by a study conducted by Rosen et al. [19], that depression and time spent on Facebook by adolescents were directly correlated and that those that spent most of their time engaging in online activities were among those with major depressive symptoms. The paper concludes to suggest that social media can have an epidemic-like on any individual. Social networking sites should be constrained to an age limit and that any social media application that does not have a positive impact and enables such things as discrimination, violence and racism should be dissolved at once, completely.

Naslund et al. [20] found in their paper that in young people, many benefits to social media were recognised. Among these benefits were elevated self-esteem and more opportunities for self disclosure. Some of the negative aspects observed were an increased exposure to harm, depressive symptoms, social isolation and bullying. The paper concludes highlighting that social media has become an important part of the lives of many individuals living with mental disorders, and that many of which use social media to share lived experiences regarding mental illness, seek support from others, find treatments and recommendations as well as access to mental health services. It also recognises that social media platforms could be used

to allow individuals to access evidence based treatments and support. The authors end on the recognition that to fully close the gap in mental health services integrated into social media, that it would require researchers to work closely with clinicians to make sure that benefits of such things on social media platforms would out-weigh any possible risks.

### III. EVALUATION

Evaluation of literature review goes here.

#### A. Social Media in higher Education

Many studies have taken place around the implementation of social media within higher education nearly all sources cited have promising results for its application. It is fair to say that there seems to be a strong correlation between course engagement and social media interaction when they are integrated in a proper and responsible manner.

3 Each platform has its strong points/ different tools.

2 Platforms bring about promise for collaboration.

4 Ability to reach to others across the globe is a positive.

5 Great for team organization.

9 Different settings of formality would call for different approaches or rule sets

6 Better team ethic observed.

8 requires balance.

7 Students didnt tend to involve interpersonal relationships.

010 Staff would need to be in the know

1 most paper found positive outcomes.

#### B. Effects of social media

privacy concerns

can be distracting and promote time wasting with advertisement, gaming and other activities.

can be a benefit if the negative impacts can be navigated.

can play host to things like discrimination and bullying

all papers say that there is a calling for a greater understanding of the risks in order to fully leverage the benefits  
addictive nature can be harmful

### IV. PROPOSED RESEARCH

#### A. Question

Research question stuff goes here.

#### B. Hypothesis

Expected outcome goes here.

I hypothesize that an institutionalised social media platform could be a benefit to students by easing their onboarding process by a better space to find their cohort, and academically by making course related materials more accessible in a familiar feeling domain.

### V. RESEARCH METHODOLOGY

#### A. Research Question

The research question that this paper will seek to answer is:

The answer for this will be provided by the outcomes of X and Y

## B. Hypothesis and Expected outcomes

### The Hypothesis

## C. Philosophical Position

Having great applications within sociology and psychology, the philosophical approach of this study will be from an interpretivist point as the application of this platform and the observations of its utility align with the social sciences and as such will require a socioscientific approach. This interpretivist approach by its nature calls for a qualitative method; often criticised for its generalisability and flaws in reliability, I will combine quantitative and qualitative methods in order to increase reliability and validity of findings through means of triangulation.

## D. Experimental Design

To gather information on the effectiveness of my platform, I will conduct a between groups study involving two study groups. Both groups will be given the same set of tasks to complete, group A will be asked to fulfil these tasks on the existing online university portal ie Learning Space or Moodle while group B will do so on the prototype platform. I will use a survey to collect information on the test users experiences of both platforms in an effort to gauge how much of a benefit they feel the systems offer in both the learning and social aspects of university life. The survey will be conducted in a similar manner to studies explored in the review of literature [1] [2] [15] [4] [5], the results obtained from those papers seem proficient and I feel it well justifies the survey as a means for collecting data. We have chosen a between subjects study as each group will be testing only one platform as a cohort and asked to test all functionalities of the system as per the tasks.

## E. Data Management Plan

Data management plan stuff here

## F. Validation and Verification

How will I achieve validation and verification of my findings

## G. Ethical Considerations

Given the nature of this research and given that there will be participants studied...

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## VI. ARTEFACT DESIGN

Talk about some of the features that will be included in the artefact and why. ADD UML IMAGES FROM COMP 260 PROJECT

How will I get around the issues summarised in the literature review.

## A. Testing of artefact performance

How will I test the performance of my artefact.

## APPENDIX A R STUDIO TESTING PROCEDURE

R studio test code goes her

## APPENDIX B CLASS DIAGRAM

Class diagram will go here

## APPENDIX C ETHICS APPROVAL

The following ethics approval form has been submitted.  
Checklist Part 1: HIGH RISK CATEGORIES

Will your project involve clinical trials? \*

No

Will your project involve the use of human blood or other human tissue? \*

No

Will your project involve administering any drugs, placebos, food stuffs or drink to participants? \*

No

Will your project involve the participation of NHS and/or Social Services staff, patients, equipment and/or facilities? \*

No

Will your project involve participants who are particularly vulnerable? (e.g. refugees, prisoners, victims of violence) \*

No

Will your project involve participants who are unable to give informed consent? (e.g. children, people with learning disabilities) \*

No

Will your project risk causing psychological stress or anxiety or other harm or negative consequences beyond that normally encountered by the participants in their life outside research? \*

No

Will your project involve actively deceiving the participants? (e.g., will participants be deliberately falsely informed, will information be withheld from them or will they be misled in such a way that they are likely to object or show unease when debriefed about the study) \*

No

Will your project involve accessing and/or storing data that comes under the Official Secrets Act and/or poses a risk to National security? \*

No

Is there potential for your project to have unintended harmful consequences (e.g. military use of technology / 'weaponisation' of artificial intelligence)? \*

No

Checklist Part 2: MEDIUM RISK CATEGORIES Will your project involve participants? \*

Yes

Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people in non-public places) \*

No

Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants? \*

No

Will your project involve collecting participant data (e.g. personal and/or sensitive data referring to a living individual)? \*

Yes

Will your project involve accessing secondary data that is not in the public domain (e.g. personal data collected by another user)? \*

Yes

Will your project involve accessing commercially sensitive information? \*

Yes

Could your project have negative environmental impacts (e.g. disturbance of natural habitats; damage to, or contamination of, buildings/artefacts/wildlife) \*

No

My project will involve the creation of a social media platform to be used as a learning and socialization tool for universities and higher education institutions.

The methodology for my study will be to conduct a between subjects study involving two study groups. Both groups will be given the same set of tasks to complete, group A will be asked to fulfil these tasks on the existing university platform ie Learning Space or Moodle while group B will be asked to complete them on my prototype platform. I will use a survey to collect users experience of both platforms to gauge how much of a benefit they feel the systems to be in both the learning and social sides to university life.