**Notes from literature.**

**Social Media Tools As A Learning Resource**

***Methodology***

The study was conducted with a qualitative and quantitative approach employing a survey to gather data.

This paper concludes that technology should assist and improve teaching efficiency while enhancing student learning experiences. These social media tools are already existing among students and the students feel comfortable using social media. The paper also states that ‘intelligent adoption of social media tools can engage students in interactive learning, which is a key to a successful education.’ Youmei Liu also acknowledges that using social media tools in teaching sometimes can be very challenging to instructors and that students can be a very good consulting source, as the students are the experts, as they have a better understanding of the tools. The paper concludes that the future integration of technology in education should focus what students use instead of what the school wants them to use to guarantee maximum efficiency.

**Effectiveness of Social Media as a tool of communication and its potential for technology enables connections: A Study.**

***Methodology***

The study employs a qualitative and quantitative analysis to empirically examine the effectiveness of social media via survey, as this was found to be the most appropriate method. This paper examined data from primary and secondary sources, primary being the data collected from the conducted survey, secondary being from online sources, magazines and journals.

The paper concludes that collaboration through online mediums become easy as long as it is facilitated by the platform. This is made easy by features allowing users to co-draft documents, organize members, arrange meetings, spread information and gauge opinion. It also notes that there will be a greater capacity for groups to participate in collective action, which is the hallmark of civil society. And that social media technologies are capable of reaching audiences all over the world.

**Social Media: It’s what students do**

***Methodology***

The students examined in the study were given iPods to blog with whilst on a trip to China

This study found that implementing a social media aspect to a study tour in China saw the students working more collaboratively and all had a sense of team. It also observed a sense of working toward a goal. It concludes with ‘Truly, the secret for us educators is to observe how technology is used in every day life and then implement that use in out educational situations.’

**A Study on Positive and Negative Effects of Social Media on Society**

***Methodology***

This paper employs on site observations, interviews and questionnaires/surveys to gather data.

The paper concludes noting things such as ‘online networking has expanded the quality and rate of coordinated effort for students’, Social media has different merits and likewise has a few faults which influence individuals. False data can lead the training framework to disappointment. And finally, all the citizens are advised to adopt the positive aspects of social media and avoid negative effects.

**The Effects of Social Media on College Students**

***Methodology***

This paper used an anonymous survey to collect data from 50 college students (35% were undergraduate while 65% were graduate)

This paper notes that college students were likely to be affected by social media and that it offers not only a world in which to make new friends, but is also a good way to release pressure. It also highlights that it absolutely affects students lives and also their grades, calling for an approach to better balance the relationship between social media and academic study.

This paper also states that 3-4 weeks may have been too shorter time-span to conduct the study, and that the sample size of the surveyed students may have been too small. It also notes that for future research, it may be more helpful to measure the social presence besides motivation and pressure, examining how a students psychological state influences motivations for social media use.

**The Impact of Social Media on Society**

The paper mentions in its introduction 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 anxiety in two ways. Chronic stress causes depression 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 from constantly trying to maintain an unrealistic and unachievable image of oneself on their chosen social network.

Catfishing.

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 cyber bullying, cyber terrorism, human trafficking and drug dealing, though only talks in depth of cyber bullying, criminal and terrorist activities as they are the most common illicit activities.

The paper concludes with a note saying 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 of criminals and terrorists. It also mentions that the negative impacts of social media are rarely discussed, while the benefits are often emphasized.

**Effects of Social Media on Mental Health**

This paper concludes observing the risks of social media and the younger generation, suggesting that it can have an epidemic-like effect of any individual. It goes on to say that social networking sites should be constrained to a certain age limit, and that any social media application that does not have a positive effect and enables things like discrimination, violence and racism, should be dissolved at once, completely.

**Social Media and Mental Health: Benefits, Risks, and Opportunities for Research and Practice**

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 with mental illness, seek support from others, find treatments and recommendations and access mental health services. It also recognises that social media platforms could be used to allow individuals to access evidence based treatments and support. It ends 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.

**Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents**

This paper conducted a study that identified that adolescents perceived social media as being a threat to mental health in 3 ways; 1) it was believed to cause mood and anxiety disorders for some adolescents, (2) it was viewed as a platform for cyberbullying, and (3) the use of social media itself was often framed as a kind of ‘addiction’.

It also mentions in the papers abstract that future research should focus on targeting and utilising social media for promoting mental wellbeing among adolescents and educating youth to manage the possible deleterious effects.

In the findings of the research, it noted consistent negative views about the potential impact of social media on mental health. While there was some recognition of the possible positive effects, the overwhelming consensus amongst participants was that social media was dangerous for adolescent mental health in a broad sense, but mostly referring to the mental health of others rather than their own.

The paper concludes stating that rather than demonising the process, they way forward may be for adolescents to be actively involved in the development of programmes that identify the way to successfully navigate social media. And that we need to find ways to utilise social media in a more positive way, and in ways that promote positive wellbeing in this group. It ends on a note that adolescents need educating about the meanings of mental health and wellbeing, as well as about mental illness and the ways of preventing this or managing it if they are diagnosed with a condition.

**Mental health problems and social media exposure during COVID-19 outbreak**

***Methodology***

This piece of research employs an online survey to collect data

This paper researches into the relationship between high social media exposure and depression and anxiety in individuals during the coronavirus outbreak.

The research found that there was a direct correlation between high social media exposure and anxiety depression amongst individuals

**Twitter for teaching: Can social media be used to enhance the process of learning?**

***Methodology***

This paper employs a survey to collect data about the implementation of twitter to assist the process of learning

The research was conducted by encouraging students to communicate with their tutor and each other during a 12 week course. The study found 3 main results; 1) The amount of twitter usage was associated with increased student engagement including organising their social lives and sharing information. (2) Course related tweeting showed no evidence of being related to interpersonal relations between students and their tutor. (3) Twitter usage also did not relate to class attendance.

It concludes that twitter was an effective way to engage students and tutors need not fear that it will result in a drop in attendance at lectures and seminars. And that the choice between making educational tweets as opposed to personal tweets should be made carefully as they have different effects on the way tutors are perceived by their students.

The paper ends on the note: It would be of considerable interest for future studies to assess which aspects of the learning process can be improved by Twitter and social media more generally.

**Social Networking Services In Education**

The paper recognizes that social media in pedagogy in higher education has presented some positive outcomes, such as increased engagement and grades of pupils

The paper notes that some students who used social media as a resource found that it held potential to enhance their employability.

It found that Twitter could be useful for pedagogy, and that once users became familiar with the platform they rated it highly.

A Haythornthwaite study illustrated Twitter as one if the favoured learning tools in the classroom, with 69% of those surveyed being enthusiastic about twitter and its use for pedagogy.

The paper concludes noting that social media does have the potential to be successfully incorporated in pedagogy but the administration to deliver positive outcomes such as learning and engagement remains difficult

This literature review investigates the risks and benefits attached to social media and the potential advantages 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 in 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 thematic analysis of recent (2010-2022) research papers aims to explore findings on the possible side effects of social media in an effort to weigh the pros against the cons in regard to the integration of social media with higher education (HE) and pedagogy. We hypothesize, that with proper application, social media could become a valuable tool within HE institutions and could help increase learning material and course engagement.

Liu (2010) and Baruah (2012) both talk about the integration of social media into higher education and both conclude sharing their thoughts on that it would be and advantage to implement social media elements as tools within higher education.

Kelm(2011) 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.

Evans(2014) 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 tutor, and finally that twitter usage did not relate to class attendance.