

## Social Media Transforming Higher Education Beyond Likes and Shares

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**Abstract:** The use of social media in higher education has changed the way we think about education, promoting collaboration, professional connections, and sharing of information. This research article delves into ways social media can affect higher education, encourage collaboration among teachers, and increase student participation. It investigates how informal and experiential learning can be supported by social media while looking at the problems that come along with the use of social media in academic world. The literature review and theoretical examination emphasise the power of social media in encouraging collaborative learning and instant sharing of information and communication among professionals. Social media platforms such as Facebook, YouTube, X and LinkedIn have enhanced collaborations and communication along with addressing the gap between formal and informal learning set ups. It also emphasises the significant role of social media in encouraging critical learning skills and enhancing digital literacy for both students and educators. This article also discusses various adversities such as false information, concerns about privacy and diversions caused by digital content that hinder the effective use of social media. It stresses on the need for the establishment of strict policies and rules by institutions to ensure the structured and responsible use of social media to enhance learning. The outcomes suggested that social media is not just a resource; rather, it enhances learning when used responsibly. This article also accentuates the requirement for thorough research dealing with the long-term impact of social-media aided learning in relation to student performance, scores and institutional guidelines. With the increasing adaptation of digital trends among institutions, it is important to understand the effect of social media on teaching strategies that can nurture more engaging, inclusive, and effective learning.

**Keywords:** Social Media, Higher Education, Engagement, Collaboration, Technology, Learning, Digitalisation, Innovation

### Introduction

Advancements in online learning has completely changed the working practices of Higher Education. Today social media has become an indispensable resource for knowledge sharing, academic collaboration and professional networking rather than being used only for fun and to be connected with friends and family (Ahmed et al., 2018). Social media, conventionally regarded as a medium for social ties, has now turned into essential tool for educators as well as learners by encouraging active learning, boosting participation and helping

them in improving their skills and communication. This change is driven by the rising use of digital tools in academia, especially as colleges and universities seek to develop more interactive and student-centred learning experiences (Zhou et al., 2024). Higher education institutions have now begun to notice how different social media platforms like YouTube, Facebook, LinkedIn etc can scaffold both informal and experiential learning considering these platforms enable teachers and students to share ideas, discuss and analyse research findings and to develop competencies and expertise. These platforms make collaborative learning and

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teamwork effortless by connecting people around the globe for worldwide discussions, engagement and digital globalisation (West et al., 2024). Integration of social media in academics have made it easier for students in accessing a diverse range of educational material and to have more personalised, adaptable and enjoyable learning experience.

Due to technological advancements and increased reliance on digital resources a shift has taken place from traditional formal classrooms to digital, blended classroom learning as social media platforms have emerged as an alternative for real-time peer group discussions and collaboration. Research have shown that social media platforms when used effectively not only help to change the student-teacher interaction and mentorship dynamics but also to boost academic participation and digital literacy (Kazmi et al., 2024). Covid-19 pandemic had further highlighted the importance of social media in the academic sphere particularly in those institutions that do not have a resilient Learning Management System (LMS). Numerous students and educators have used platforms like YouTube tutorials, WhatsApp groups, Facebook groups, etc., to keep up with their learning pursuits and to enable virtual learning during those difficult times. This versatile nature of social media shows that in difficult times it can effectively support conventional teaching-learning methodologies by supporting remote and self-directed learning (Dharmaratne, 2024).

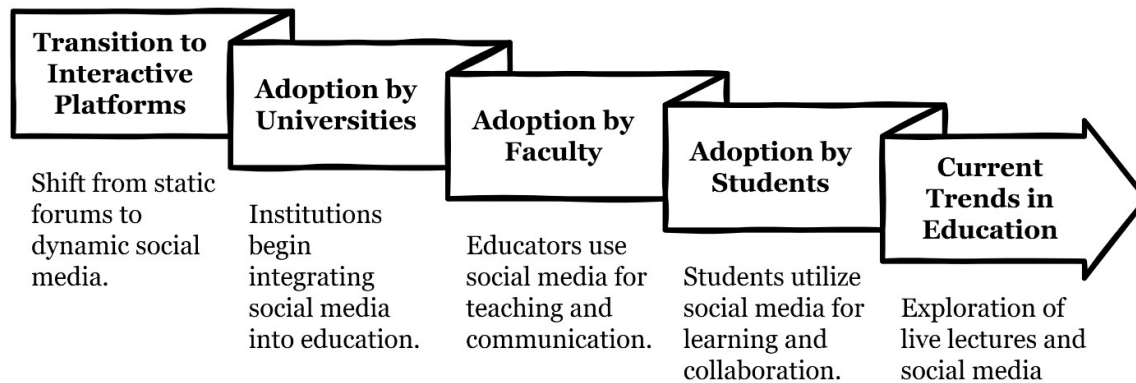
This research article explores the role of social media platforms in reshaping higher education. Based on review of existing literature, scholarly articles, case studies and comparisons this article tries to present a comprehensive picture highlighting the influence of social media on academic activities and practices. Delving deeper, the

article further discusses the pros and cons of using social media in academics and also the most effective way of utilising social media in educational set-up to comprehend how social media is transforming the higher education landscape. This research article aims to comprehend that when used wisely social media paves the way for better learning experiences with improved student collaboration and virtual participation.

The article is organised in sections discussing theoretical perspective of social media in academic field, various social media platforms, about using it for teaching-learning, challenges and ethical concerns and what the future holds for social media in higher education. This research article further demonstrates the fact that there is need for careful and thoughtful incorporation of social media in academics. It also points out the fact that social media is not just about communication; but when used properly it can boost collaborative learning, help faculty development and prepare students for the digital job market (Mamsaoui & Harizi, 2024).

### **Evolution of Social Media in Education**

The world of digital education has undergone a significant change due to the advent of social media. It has moved from simple online learning sites to lively, vibrant, interactive platforms. Previously, tools like discussion forums and learning management systems (LMS) mainly allowed asynchronous communication, i.e., allowing students to communicate at different times, which offered few chances for real-time interaction. Nevertheless, with social media becoming popular, education has become more engaging and collaborative experience allowing learners, educators, and institutions to connect in a much more interactive way (Zhou et al., 2024).



### Transition from Traditional Online Learning Forums to Interactive Social Media Platforms

In the beginning phases of digital education, platforms such as Moodle and Blackboard were the main players, providing structured and organized course content and forums for discussion. While these tools established the groundwork for online learning, they fell short in facilitating real-time interaction or peer-to-peer engagement. As technology advanced, social media platforms became popular alternatives, offering more engaging, dynamic, user-friendly, and collaborative learning experiences (Demeke, 2024). In contrast to traditional learning management systems, social media enables real-time conversations and discussions, which enables quick feedback and collaboration (Mamsaoui & Harrizi, 2024).

Web 2.0 applications have transformed digital learning by enabling users to create content, engage with one another, and share knowledge within communities (Hsu et al., 2014). Social media platforms such as Facebook, X (formerly Twitter), LinkedIn, and YouTube have become essential to academic discussions, acting as spaces for scholarly conversations, virtual classes, and collaborative learning (Williams, 2023). These platforms offer both real-time synchronous and flexible asynchronous learning opportunities, promoting a variety of educational experiences that boost student

engagement and improve knowledge retention (West et al., 2024).

### Adoption of Social Media by Universities, Faculty, and Students

The integration of social media within higher education has expanded remarkably, with universities, educators, and students progressively using these platforms for academic purposes. At first, institutions were cautious about adopting social media because of apprehensions about credibility, the accuracy of information, and data security. However, the educational benefits of social media have made it widely accepted, evolving it into a valuable resource for academic networking and professional growth (Hamuth & Buics, 2024).

Higher education institutions have actively integrated social media platforms into their academic curriculum, acknowledging their potential to enhance knowledge dissemination beyond conventional classroom settings. Educators utilise resources like LinkedIn Learning for strengthening skill acquisition, while X supports scholarly discourse through hashtags such as #AcademicChatter and #EdTech (Kazmi et al., 2024). The use of social media for academic networking has allowed both students and educators to participate in transnational education, overcoming geographical barriers and encouraging global collaborations (Zhou et al., 2024).

The function of social media within the academic sphere can be categorised into three distinct phases: the initial use of digital learning tools, the adoption by institutions, and the contemporary trends. In the early stages, universities utilised static online forums and learning management systems (LMS) for supporting remote learning. As the advantages of social media became more recognised, educational institutions began to integrate these platforms into academia. Presently, social media has transformed into a widely accepted mainstream educational resource, profoundly influencing teaching pedagogies and the knowledge dissemination (Alzouebi & Isakovic, 2014).

### **Current Trends: Live Lectures, Academic Networking, and Social Media-Based Assessments**

Recent developments in digital education reflects a growing trend in use of live-streamed lectures, academic networking platforms, and assessments conducted through social media. Websites like YouTube, X, and Facebook Groups etc act as repositories of academic content, enabling students to obtain learning materials beyond the traditional classroom boundaries (Al-Rahmi et al., 2022a; Al-Rahmi et al., 2022b). Live lectures on social media encourage real-time interactions, which improve student engagement and participation in learning (Romero-Hall, 2017).

The importance of academic networking has increased with platforms like LinkedIn, which support scholarly discussions, professional collaborations, and knowledge sharing among students and faculty. Social media catalyses the creation of virtual academic communities, enabling researchers and educators to share insights, exchange ideas, collaborate on projects, and disseminate research findings more effectively (Dharmarathne, 2024). A study from the University of Peradeniya underscores this trend, showing that 65% of students utilise social media for academic and scientific

inquiries, underlining its growing role in digital pedagogy (Dharmarathne, 2024).

The use of social media as an assessment tool for evaluating student's performance is now emerging as a fresh trend in the field of education rather than just depending on traditional methods of evaluation, including written examinations and assignments. Teachers are now increasingly adopting the interactive social media assessments conducted in various ways including peer-reviewed discussions, collaborative projects, and real-time feedback mechanisms that encourage active learning and critical thinking (West et al., 2024). Educators also are promoting social media tools for evaluation that aligns with the modern teaching methods for creating interactive quizzes, discussion-based evaluations, and formative assessments (Hamuth & Buics, 2024).

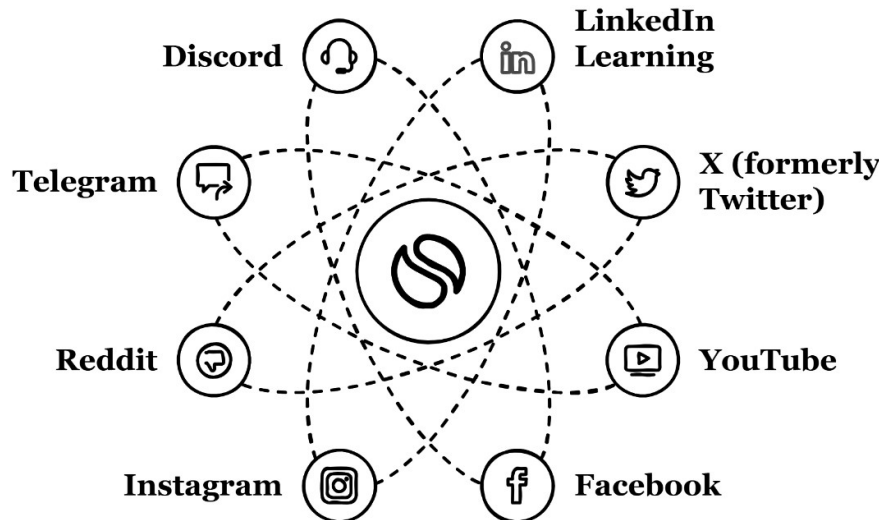
A significant change from passive, traditional learning methods to engaging student-centred teaching style is brought in the educational field by the influence of social media. The way in which social media platforms have revolutionised higher education can be clearly seen by the amplified use of live lectures, online tests, and academic communities (Demeke, 2024). Social media has actively changed the field of education by promoting real-time communication, interdisciplinary teamwork, and by providing chances of informal learning. This in turn has created new path for professional development and knowledge acquisition.

In short now as an increasing number of higher education institutions, educators and learners are integrating these social platforms, social media is now emerging as a dynamic and interactive learning aid in academics. As social media is progressing steadily it can be predicted that social media will have a greater impact on higher education in future resulting in improved educational experience along with broadened

opportunities for knowledge discourse and collaboration.

## Key Platforms and Their Role in Higher Education

### LinkedIn Learning



By offering various micro-courses, industry-approved certifications and multiple opportunities of networking aiding vocational growth; LinkedIn Learning now is emerging as one of key social media platform facilitating professional skill development. Therefore, a growing number of institutions are now incorporating LinkedIn Learning in their academic curriculum to mediate and create a balance between theoretical knowledge and practical industrial requirement thereby improving students' employability and career preparedness (Zhou et al., 2024; Hamuth & Buics, 2024).

*Case Study—Integration in University Courses:* Multiple universities have now adopted LinkedIn Learning as an additional learning resource allowing students to gain certifications along with their regular university degree. Studies have shown improved career readiness, professional engagement and interdisciplinary learning with LinkedIn Learning integration in academic courses (Dharmarathne, 2024; Mamsaoui & Harrizi, 2024).

### X for Academic Discussions

X enables individuals in academia connect by using hashtags such as #AcademicChatter and #EdTech. This allows researchers, teachers, and students to join in on live discussions, share their research, and collaborate on exchange of knowledge (West et al., 2024; Demeke, 2024). The platform plays crucial role for building academic networks, engaging in informal learning, and promoting public scholarship (Evans, 2013).

*Case Study—Live Tweeting in Academic Conferences:* Live tweeting is now a common and standard practice at academic conferences. It enables the attendees to connect with audiences around the globe thereby broadening discussions in their fields and making knowledge more accessible beyond their institutions (Al-Rahmi et al., 2022a; Williams, 2023).

### YouTube as an Educational Repository

The growth of educational YouTube channels developed by universities and educators has led to a gigantic collection of academic content. The interactive - visual format of video tutorials aid in catering diverse learning needs, especially in flipped classrooms, where students occupy themselves with instructional material before participating in in-class discussions (Kazmi et al., 2024; Dharmarathne, 2024).

*Case Study*—Impact of YouTube-Based Flipped Classrooms: Research specifies that flipped learning models make use of YouTube pronouncedly improve student engagement, retention of concepts, and independent learning. Educational institutions that implement YouTube-centred teaching methodologies remark increased levels of comprehension and improved academic outcomes (Romero-Hall, 2017).

### **Facebook Academic Groups and Collaborative Learning**

Facebook academic groups functions as platforms promoting collaborative learning, student-to-student interaction, sharing knowledge, and formation of virtual study groups. These groups are brought into effective action by universities to help collaboration between different institutions thereby encouraging interdisciplinary interactions facilitating the exchange of resources (Mamsaoui & Harrizi, 2024; Hamuth & Buics, 2024).

*Case Study*—Facebook Groups for Cross-University Collaboration: Research have shown that Facebook groups excel at forming virtual learning communities. In these groups, students and teachers can discuss various topics, exchange research ideas, and make-up interdisciplinary networks (Dharmarathne, 2024; Al-Rahmi et al., 2022a).

### **Instagram for Visual Learning and Outreach**

Instagram has metamorphosed from just a social media platform into a powerful instrument for education and visual learning. Multiple institutions are using Instagram for sharing academic infographics displaying their research findings, and engage with students (West et al., 2024). The platform stresses visuals, making it easier to break down complicated concepts into something simple through easily digestible educational posts, carousel explanations, and Instagram reels (short videos) (Kazmi et al., 2024).

Studies indicates that Instagram's interactive characteristic, like polls, Q&A sessions, and IG Live lectures, boost participation of student and their engagement (Dharmarathne, 2024). Universities also leverage Instagram to strengthen their digital visibility, display their research accomplishments, and create a sense of community among educators as well as learners.

### **Reddit as a Knowledge Exchange Forum**

Reddit is a worldwide platform where students and scholars can exchange their ideas and knowledge. They engage in discussions on different topics in specific subreddits like r/AskAcademia, r/Professors, and r/GradSchool (Zhou et al., 2024). These online platforms provide a safe and informative environment for discussing research methods, experiences in higher education, and the various challenges faced in academia (West et al., 2024).

Case studies indicates that students turn to Reddit for seeking peer-reviewed content, exploring different career opportunities, and collaborating on problem-solving through community input (Hamuth & Buics, 2024). The AMA (Ask Me Anything) sessions that features both scholars and researchers further strengthen the knowledge sharing process and academic discussions.

### **Telegram for Academic Networking and Resource Sharing**

Telegram has emerged as a popular platform in higher education because it not only offers secure communication but also supports large groups (Dharmarathne, 2024). Telegram channels and groups are being used by faculties and institutions for encouraging learning, for sharing academic content and for conducting real-time academic discussions.

Studies have shown that Telegram assists synchronous as well as asynchronous learning as it allows students as well as educators to share files, have real-time discussions and take quizzes using chat bots (Kazmi et al., 2024). Educational institutions have also observed improvements in students access to learning materials, their participation and collaboration in online academic groups as they implemented Telegram as one of their learning strategies (Hamuth & Buics, 2024).

### **Discord for Study Communities and Research Collaboration**

Although Discord was initially developed for gamers, but it now has become an acclaimed platform for educational and research discourse (West et al., 2024) as more institutions are now employing Discord servers for upgrading the functioning of their virtual classrooms via real-time text, voice and video interaction.

Discord's voice chat feature, threaded conversation and document sharing function have further promoted its involvement in collaborative and research discussions (Zhou et al., 2024). Multiple case studies have illustrated that the learners in institutions with Discord communities not merely have better problem-solving abilities and acquire instant feedback, but they also hold cross-disciplinary discussions within adjoining academic fields (Kazmi et al., 2024).

### **Benefits of Social Media in Higher Education**

As digital platforms are continuously changing their significance is also consequently increasing in academic sector as it strengthens both inclusivity and cost-effectiveness of education. This segment discusses various advantages of social media platforms in higher education.

*Increased Engagement through Interactive Learning:* Social media in contrast to traditional classrooms makes learning spaces more dynamic, interactive and vibrant as it gives students the chance to share content, have real-time conversations and employ various types of media for learning thereby making students to be more involved in their learning process. This leads to a better understanding of the material and more active participation. It has been shown by studies that when educators participate in social media academic discussions, they likewise get a chance to have meaningful interactions with others in their field enhancing their learning experience (Zhou et al., 2024). Furthermore, as quoted by West et al. (2024), discussion threads, online forums and live sessions not merely deepens students' knowledge but also strengthens retention of learning material. Owing to the interactive feature of social media it also creates more engaging and participatory learning space for students rather than just passive knowledge sharing spheres.

*Collaborative Learning Beyond Classroom Boundaries:* One major benefit of social media is how it helps students learn together outside of regular classrooms. Online platforms allow for discussions between students, sharing of knowledge, and teamwork across different subjects. Research shows that students who participate in online learning communities tend to develop better critical thinking and problem-solving skills because they are exposed to various opinions and helpful debates

(Hamuth & Buics, 2024). Websites, social media groups, and discussion boards let students connect with each other, share ideas, and get feedback from teachers and professionals (Kazmi et al., 2024). These interactions help students gain a deeper understanding of their subjects, promoting active and social learning. Plus, social media makes it easier for students to connect with their classmates no matter where they are or which school they attend (Romero-Hall, 2017).

*Access to Global Knowledge and Diverse Perspectives:* Social media gives students and teachers amazing access to a huge amount of knowledge from around the world. It connects students with experts, researchers, and universities around the world. By exploring different perspectives, students can enjoy richer learning experiences, which deepens their understanding of various subjects. Some scholars argue that social media bridges local education with international research, enabling students to access the latest studies, academic discussions, and expert insights instantly (Dharmarathne, 2024). When students engage with social media, they become more aware of global issues, new developments in various fields, and emerging trends (Williams, 2023). Additionally, platforms like LinkedIn Learning, ResearchGate, and X facilitate direct communication between students and professionals, expanding their knowledge and career networks (Al-Rahmi et al., 2022a). These online interactions not only enrich what students learn in the classroom but also encourage them to think critically and engage with information from a broader, global perspective.

*Skill Development: Enhancing Digital Literacy and Professional Competencies:* Another important advantage of social media in higher education is how it helps students develop important skills, especially in digital literacy, communication, and networking for their careers. When students interact with academic content on social media, it

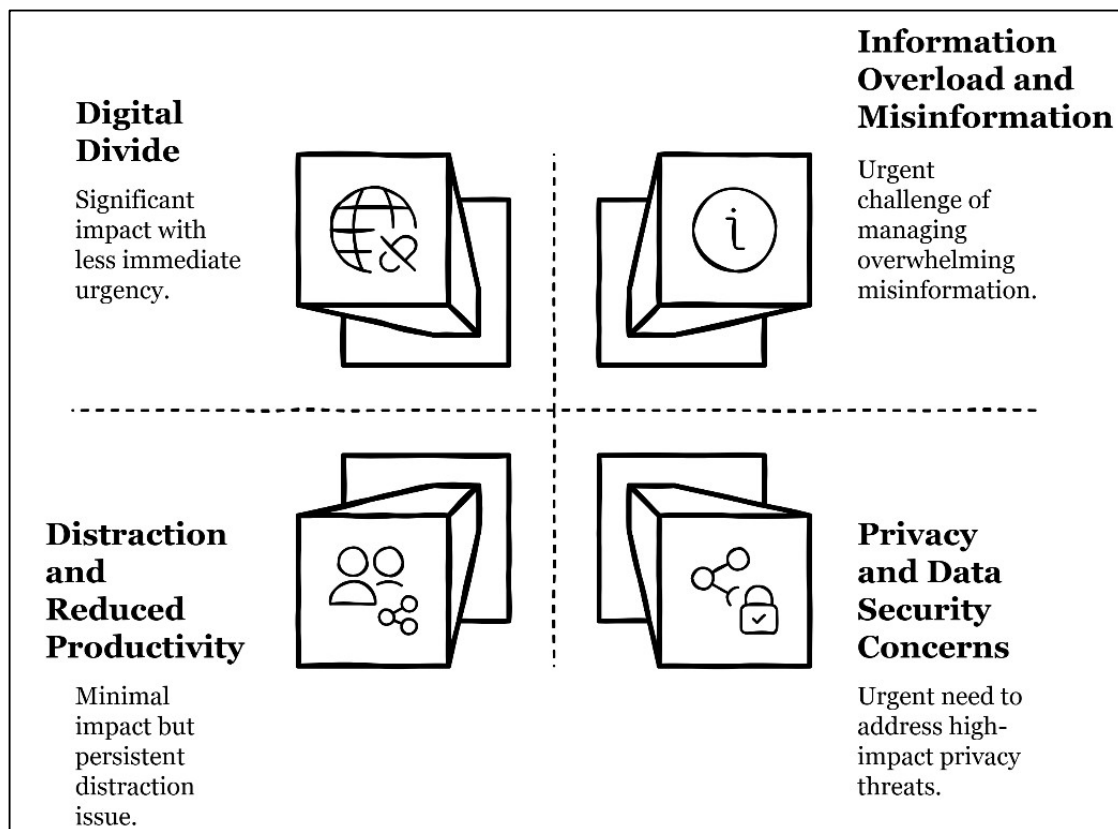
boosts their ability to use digital platforms effectively, which in turn sharpens their research skills and understanding of media (Mamsaoui & Harrizi, 2024). Since education is increasingly relying on digital tools, being good at online communication and analysing information is super important for both Their academics and future profession. Plus, sites like LinkedIn and X give students chances to create professional connections, showcase their skills, and connect with leaders in their fields (Digital Marketing Institute, 2023). Learning to express ideas clearly, joining academic discussions, and sharing research through digital means gets students ready for the changing job market, where being digitally skilled is a big advantage (Alvermann et al., 2012). As digital learning becomes more common, using social media in college courses can really help students prepare for success in their careers.

*Cost-Effectiveness and Accessibility of Educational Resources:* Social media makes education readily available to everyone by providing free and easy-to-find learning resources, which helps students from different financial backgrounds. Websites like YouTube, X, and various educational platforms provide a wealth of academic resources, including live classes, video lectures, research papers, text files, academic notes and discussion forums, all at no cost (Williams, 2023). Also, as pointed out by Mamsaoui and Harrizi (2024), these digital learning platforms do cater diverse learning needs of students along with providing them an opportunity for self-paced and self-directed learning and this happens due to the quality academic content made available on these digital platforms helping learners even more to sharpen their skills (Al-Rahmi et al., 2022a). Thus, by utilising social media as a cost-effective learning tool, educational institutions can work to reduce disparities in resource distribution, promote educational equity and can extend support to those who can't afford expensive



textbooks and academic courses, thereby promoting the notion of Inclusive learning.

important to identify these problems. These hindrances include overload of information, occurrence of misinformation, diversions that can obstruct the proficiency, challenges



### Challenges and Limitations

Even though social media has changed the learning process in universities and colleges, it does come with its own predicament. To use social media efficiently, it is

One of the major problems we face today is the abundance of information and the widespread dissemination of false information. It is difficult for both students and teachers to tell apart sources which are dependable, and which are not, due to the prevalence of unregulated data. With finite means to examine and validate information, it becomes difficult to maintain the academic integrity (Zhou et al., 2024). This emphasises the importance to incorporate media literacy as an essential component of digital education (Mamsaoui & Harrizi, 2024). Finding trustworthy sources continues to be a problem

related with privacy and security of data, and the fragmentation among people concerning how easily they can access technology. The role of social media as a teaching tool is influenced by these variables.

that encourages students to develop constructive evaluation skills to browse through the large amount of information available and utilise it (Dharmarathne, 2024; Al-Rahmi et al., 2022a).

Decreased productivity and the possibility for diversions are some prominent demerits. Despite its casual nature which tends to pull away students' concentration, social media nurtures the idea of collaboration and interaction. Studies have shown that indulging in social media for longer hours can lead to lack of concentration and reduced

productivity (West et al., 2024). The engaging and somewhat addictive qualities of social media can make it difficult for students to stay focused by disrupting their time management (Williams, 2023). It is difficult for many students to stay focused and maintain an equilibrium between academics and social media. This points out the need for institutional policies that promote responsible use of these digital platforms along with effective regulation strategies (Mamsaoui & Harrizi, 2024; Al-Rahmi et al., 2022a).

Complications in use of social media in educational institutions also arises due to privacy and data security concerns. Moral concerns about student privacy and institutional safety have emerged due to the mishandling of private data (Mamsaoui & Harrizi, 2024). Institutions should encourage strict policies to protect user data and to promote responsible digital behaviour (Williams, 2023). The risk of cyber-attacks, challenges like data monitoring and the involvement of outside parties also pose a threat that requires strict rules and policies (Al-Rahmi et al., 2022a). It is necessary to analyse the ethical conflicts associated with social media in order to protect student rights and uphold institutional integrity.

The digital divide caused by gaps in access to social media increases obstacles to learning and deepens educational disparities. Differences in economic and geographic conditions create disparities in the accessibility of fast internet and digital devices. Students from rural areas and low-income households are unable to use social media effectively due to a lack of tools (Kazmi et al., 2024). The scarcity of infrastructure and poor internet connection restricts the participation of students in online learning (Romero-Hall, 2017). Therefore, policies to ensure that students have access to digital learning regardless of their economic background are required alongside proper infrastructure (Al-Rahmi et al., 2022a).

Thus, incorporating social media into higher education is beneficial if implemented while carefully addressing the challenges associated. By recognizing and tackling underlying issues, colleges and universities can build a better and more inclusive online learning space that takes advantage of social media's positives while minimising its negatives.

### **Future Prospects and Recommendations**

Social media's dynamic nature is bringing changes in the ways we learn, and this marks the need for universities and colleges to have smart rules, strategies and guidelines for maximising the advantages of social media in academia. For optimising the benefits and to employ social media platforms effectively and responsibly improvement is required in certain key areas discussed below.

*Institutional Policies for Social Media Integration:* Through discussion in this article up until now we know that social media is getting upgraded every day and each upgrade leads to a consistent increase in social media integration and its utilisation in academic institutions. This underscores the need for educational institutions to have clear guidelines for stimulating thoughtful communication as well as to mitigate potential risks and vulnerabilities (Mamsaoui & Harrizi, 2024; Williams, 2023). These guidelines will make sure that instead of hindering the learning process social media will support it by prioritising morals, ethics, privacy and academic integrity (Al-Rahmi et al., 2022a).

*AI-Powered Personalisation in Learning:* The use of AI for individual purposes is one of the most reassuring developments in the learning process. By personalising content according to each student's individual requirements, this technology can significantly enhance adaptive learning. Artificial Intelligence (AI) is able to create personalised learning experiences using machine

learning algorithms that adapt to student's unique learning patterns and interests (Mamsaoui & Harrizi, 2024). Tailored educational material can be prepared via social media using AI, which encourages students to engage more in their studies (Williams, 2023). Moreover, tracking students' progress in real-time and providing suggestions and feedback for further improvement can also be achieved through the use of AI personalisation which encourages an independent learning approach (Al-Rahmi et al., 2022a).

*Strengthening Fact-Checking Mechanisms:* The distribution of misinformation has become a major challenge with increasing dependency on digital platforms. There is a need for institutions to enhance their fact-checking policies and systems to ensure that the content available on social media is reliable. It is crucial to establish automated fact-checking tools and to initiate digital literacy programmes that will help students to check the reliability of information available online (Mamsaoui & Harrizi, 2024). Academic publishers, research organizations, and institutions must work in collaboration to create databases of genuine and reliable information that students can access (Williams, 2023). Encouragement of strong digital literacy skills will also make students better equipped to distinguish between genuine and false information, creating a 'well enlightened' community (Romero-Hall, 2017).

*Bridging the Digital Divide:* Higher Education presently has another pressing concern that is refraining students from having equitable participation to tech-driven learning, i.e., Digital Divide. It's crucial for policymakers and educational institutions to focus on initiatives that will bridge this gap by ensuring everyone has fair access to digital resources (Dharmarathne, 2024). To create a more inclusive digital learning space, collaboration among governments, universities, and private companies is vital, so that all students, no matter their

economic background, can take full advantage of education that relies on social media (Williams, 2023).

By focusing on these important aspects, institutions can fully utilise social media, turning it into a strong tool for career growth, collaboration in learning, and achieving academic success (Kazmi et al., 2024; Demeke, 2024).

## Conclusion

This article has presented how social media can change the landscape of higher education. Websites like LinkedIn, X, YouTube, and Facebook etc have made it easier to share knowledge, create community and encourage worldwide academic discussions. Social media enhances access to educational resources by enabling students and teachers to engage in learning together outside the traditional classroom setting.

While social media holds great promise for education, it also presents several notable challenges. However, when used thoughtfully and combined with effective teaching strategies and technology, it can significantly improve the learning experience. A study conducted by the University of Peradeniya found that social media increases student engagement and advances academic networking, enriching the overall learning experience (Dharmarathne, 2024). While it may not completely substitute traditional teaching methods, it certainly improves and supports the learning process.

Future studies should explore the long-term effects of social media learning on students and their overall academic performance. Conducting longitudinal research is essential to evaluate the effectiveness of this approach in various educational settings and across different countries (Kazmi et al., 2024). There is also a need to explore policies that strike a balance between fostering innovation and upholding academic integrity. Colleges and Universities need to

develop new technologies, that will help to use social media wisely to create inclusive, engaging, and enriching online communities that promote lifelong learning (Williams, 2023).

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