Using social media as an interactive tool for learning and teaching purposes

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Abstract

This study explores the fulfilment of teachers and students in utilizing social media as educational platforms at university of Baghdad, Iraq. It aims to investigate whether the actual process of knowledge attainment and communicative interactions is completed at the virtual atmosphere. The current study includes three facets of social media_ engagement, interpersonal teaching and learning, and school performance. Random selection of (180) digital users at some of academic institutions has participated in the study. The results reveal that recruiters require social media platforms to connect teachers and students virtually. They tend to utilize social media for enhancing teaching and learning route which contributes the development of campus community. Virtual platforms completes the actual process of academic attainment in a meaningful way despite the traditional sense of learning and teaching at the academic level. The results conducted maintain its validity and reliability by means of knowledge dynamics, intellectual capital, and educational expertise.The study recommends experiencing technological education for carrying out relevant tools and applications which activate academic communication and empower guidelines and practices of institutional settings.
Key words: social media; interaction; language teaching; language learning; school performance

استعمال وسائل التواصل الاجتماعي أداة تفاعلية في الأغراض التعليمية والتعلمية

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الملخص :

تسعى الدراسة الى معرفة مدى الافادة من وسائل التواصل الاجتماعي كمنصات تعليمية لأساتذة وطلبة جامعة بغداد في العراق إذ تتمحور الدراسة حول التأكد من نجاح العملية التعليمية من إكتساب المعرفة والاتصالات التفاعلية في الفضاء الالكتروني. تتضمن الدراسة الحالية ثلاثة ابعاد لوسائل التواصل الاجتماعي_ التفاعل، التعليم والتعلم بين الافراد، وإداء الكلية. اختير المشاركون بطريقة عشوائية من بعض المؤسسات الاكاديمية فقد شارك (١٨٠) شخصا في الدراسة. أظهرت النتائج ميل المشاركين الى الافادة من وسائل التواصل الاجتماعي لتحقيق مسار التعلم والتعليم الذي يسهم بدوره في تطوير المجتمع الجامعي. تعد المنصات الإفتراضية لوسائل التواصل الاجتماعي مكملاً للعملية التعليمية بصورة حقيقية على وفق نتائج إختبارات الصدق والثبات من حيث ديناميكيات المعرفة ، رأس المال المعرفي، والخبرة الأكاديمية على الرغم من الاتجاه التقليدي للتعلم والتعليم على المستوى الأكاديمي. توصي الدراسة بالأخذ بتجربة التعليم التكنولوجي من أجل وضع الادوات والتطبيقات الملائمة التي من شأنها تفعيل التواصل الاكاديمي وإيصال الارشادات والتعليمات الانضباطية حسب سياقات المؤسسات التعليمية.
الكلمات المفتاحية : التواصل، اللغة ، تدريس ، تعلم اللغة ،وسائل التواصل الاجتماعي

1. Introduction

Education is no longer traditional in the 21ˢᵗ century. It has become revolutionary since the launch of the World Wide Web. Social networking has increased gradually for the sake of long life communication socially, professionally, and academically. Furthermore, the digital cloud in the 2.0/3.0 technology is comprised of relevant tools and applications which activate learning and teaching instructions at all ages and study levels, such as Facebook, Twitter, Instagram, Snapchat, YouTube, Google hangouts, My space, Flicker, Glogster, Viber, Whatsup, Telegram, and Skype. Social media, principally tends to be an open space for acquainting information and making various relations at the virtual atmosphere."When we think of education, most of us picture a teacher lecturing from a PowerPoint or a carefully outlined agenda with minimal student interaction," Bryant commented (2018, p.2).

Burbules (2016, p. 555) raised a significant question of why reading and writing activities are increased with digital natives. Cao, Ajjan, and Hong (2013, p. 583) declared that the positive results of student's readiness come from using social media. Moreover, teachers and college faculties utilize social media on the account of either fulfilling academic intentions or interacting with their students virtually. The use of social media is highly recognized with fulfilling academic purposes rather than personal relations (Chromey et al., 2016, p. 2).

This paper aims to reach the following points:

1. Highlight the positive outcomes of using social media platforms in educational environment; teachers, students, and school performance.
2. The correlation between increasing social media adoption and the level of student's and teacher's interaction.

The current study is limited to undergraduate and postgraduate students and college teachers at university of Baghdad. The selected colleges among 24 colleges of the mentioned university are college of Economics and Administration, college of Science for Women, college of Education for Women, and college of Veterinary Medicine.

2.Theoretical Background: Social Media

Social media refers to an online platform that processes tremendous procedures by digital users. Those individuals carry out the initiative capability to reinforce powerful practices of expressing concepts, notions and thoughts anytime anywhere. As seen in everyday life, most entrepreneurs become well- known and successful globally because of devoting their physical and psychological energy on social media. Even famous actors and celebrities are followed by people who are interested in what they are doing in their daily lives.

The promotion of all necessary needs (i.e., beverages, food, clothes, accessories, perfumes, or shoes) also maintains social media status fruitfully and productively. For instance, brand advertisements and products supported by Pepsi, Coca Cola, KFC, Macdonalds, King Burger, JC Penny, Gucci, Armani Code, Victoria Secret, Nike, Addidas, and much more sell their items on social media platforms. Marken (as cited in Chromey et al., 2016, p.2) notified that social media gives control to people who are interested in accessing valuable information through providing information and activating meaningful processes such as "sharing opinions, insights, experiences and

perspectives" (2007, p.10). Ajjan and Hartshore (as cited in Cao, Ajjan, and Hong, 2013, p.581) carried out a different concept of social media. They referred to digital natives who utilize applications (i.e. Facebook, Twitter, My space, YouTube, Flicker, Skype, Wiki, Blogs, delicious, and Second life) and open online course sites and forum for the sake of managing, communicating, and spreading information among each other. Nowadays, individuals have embodied social media applications in both social life and educational atmosphere. Social media purposes of learning in the context of higher education are subjective, instructional, and occupational (Cao, Ajjan, and Hong, 2013, p. 582). In addition, the purpose of the usage of social media is collecting and spreading information, coordinating with digital natives in order to collaborate socially and professionally. To illustrate more on that point, Khan Academy aims to get students acknowledge in various subject areas virtually. Furthermore, the Oprah Winfery foundation in correlation with social media has a tendency not only to meet the education criteria, but also to broadcast financial support and donations to her Leadership Academy for Girls in South Africa (OWLAG).

Wang and Meiselwitz (as cited in Pasquini, 2016, p. 91) noted that social media has revolved a common practice at the present time that involves students, staff, and faculty, particularly in higher education usage through sharing continuously information by the invention and exchanging of user generated content. Before discussing the qualitative and quantitative implications of social media in the scope of higher education at the University of Baghdad, Iraq. The next section will illustrate the role of social media in the digital cloud with specific regard to education.

2.1. Social Media Influence

Wilson (2013, p.52) characterizes three major dimensions which measure the positive effects of social media in higher education, engagement, interpersonal teaching and learning, and school performance.

2.1.1. Engagement

The common fact that individuals communicate with each other in social networking has been embraced recently under the digital umbrella of social media in higher education. Educators and college faculties utilize social media for academic purposes or interact with their students virtually (Burbules, 2016, p.554). According to Bryant (2018, p.2), it is necessary of educators to transmit information through social media applications so as to enhance the enlightenment and success of individual and group collaboration and integrate educational resources particularly and appropriately. Bosman and Zagenczyk (as cited in Cao, Ajjan, and Hong, 2013, p. 583) have commented that social media fulfill the learning aims of Bloom's taxonomy and construct the structure of constructivism, connectivity, and society.

Nonetheless, students take advantage of social media through expanding their educational engagement, interest, self-control, and accountability (Blankenship, 2011, p. 40). Mbodila, Ndebele, and Muhandji (2014, p. 115) shed a light on other means of the student's involvement in their case study of using social media. They indicated that attendance and homework or assignment submissions enroll not only for the intention of educational activities, but also for class participation and peer communication. Those issues can increase learning the course content and the productivity of adopting social

media platforms. Moreover, fifty-five professors from different educational institutions have declared that Twitter, Facebook, Instgram, and YouTube are regularly used in the classroom and twenty- nine of them have shared podcasts with their digital natives (Bonazzi, 2017, p. 16). Because the virtual space absorbs tremendous information on educational platforms, educators necessitate connecting students with course content.

Bonazzi (2017, p.16) and Cao, Ajjan, and Hong (2013, p. 582) notified that social media are considered to be an irreplaceable instrument for student's interaction, videos, and articles on the digital phenomenon. With the predominance of technological devices in our daily lives, social media sustain individual involvement with more conviction and satisfaction in the field of higher education. Bryant (2018, p.3) stated that students would change to get involved with the course content when utilizing the main modules of social media. Esteves (as cited in Mbodila, Ndebele, and Muhandji, 2014) has described his practical experiment by sampling a number of students who use Facebook as an educational tool. His report has reached some important points on how social media such as Facebook can be used to create an engaged atmosphere among digital natives _Educational discussions can be held by students on Facebook; students can interact with their peers on the group's wall through posting, commenting, or exchanging questions and answers (Q & A) with regards to course topics; videos, websites, comic strips, and distance education can be shared through Facebook; the chat feature on Facebook can be used as a communicative channel between students with regards to class related topic discussions or between students and teachers.

2.1.2.Interpersonal teaching and learning

Darien Ripple, a philosophy instructor at Chandler Gilbert Community College (CGCC) in suburban Phoenix, have made a decision to create a Facebook account in order to construct a connection point with his class as a result of reaching his proposed aim of long interaction with his students in the digital ecosystem." Mini Campus" represents the virtual and consistent atmosphere of his classrooms at Facebook account which has helped students to enroll in the courses (Wilson, 2013, p.52). According to Madge, Meek, Wellens, and Holley (as cited in Chromey et al., 2016, p. 3), less than 50% of students participate in using social media and fulfilling academic requirements weekly without any support from their educator.

As academic institutions continue to apply traditional education in the classroom instruction, educators and faculty members slowly but surely assemble with social media applications for educational principles. Michael Stoner said, "There is a slow but steadily growing acceptance that social media effectively amplifies institutional communications" (as cited in Wilson, 2013, p. 51).

 Consequently, digital natives can familiarize and create a balanced rapidity by using social media. In the study of Pearson record, Moran, Seaman, and Tinti (as cited in Cao, Ajjan, and Hong, 2013, p. 582), more than 80% of the members of American colleges use social media subjectively every month plus more than 40% employ social media professionally,

The orientation of social media in correlation with teaching and learning fosters positivity in the educational society. Madge et al., O'keeffe and Clarke-Pearson and Wankel (as cited in Chromey et al., 2016, p.3) maintained that educational instructors process courses via social media such as Facebook, blogs, or online discussions in order to get students involved in virtual classrooms and peer-to-peer communication. Wilson (2013, p. 52) exemplified Shane Kula, Ripple's transferred student at CGCC. Kula

clarified the essential experience that he gained from using Ripple's mini campus. This is shown by the following examples, organizing project meetings and studying sessions, sharing articles and videos, posting perspectives and notions, discussing approaches to assigned course, reminding each other of exam due dates, and helping each other in auditing their suggestions planning for their major projects. That will be taken into consideration by the community board of directors.

David Robinson, the faculty member of Los Angeles Trade (LATTC), has explained on YouTube the necessary opportunities of using Facebook as a tool for teaching and learning. For instance, Robinson uploaded videos on YouTube to provide tips and directions for students who are in need of extra advice, demonstratives on wiring, safety procedures and other developmental skills outside the classroom. He verified that students who have ambition to explore up-to-date instructions would take an advantage of watching videos on the classroom monitor during class time through their electronic devices. This can give students more control to complete their assignments professionally. On the other side, teachers will have additional time to give attention to students who need extra individual works (Wilson, 2013, p.54). Wilson (2013, p. 54) also stated another advantage of utilizing video at LATTC, "students stage and film their own demonstrations and together review and critique the quality and technique of the demonstration"

2.1.3.School Performance

The prospective edification of social media in controlling academic instructions at school has implemented lately. Wankel (as cited in Cao, Ajjan, and Hong, 2013, p. 582) reported that a lot of academic foundations have embraced social media applications in higher education. Encouraging academic communication and empowering guidelines and practices parallelize institutional settings at the virtual space. Wang and Meiselwitz (as cited in Pasquini, 2016, p.91) added that colleges and universities utilize social media continuously to communicate with students, faculty, staff, and alumni, promoting campus engagement, community interaction, and administrative daily tasks. She recommended, "For social media engagement at colleges and universities, utilization and behaviors on these connected channels require guidance, direction, and support" (p. 92). In addition, Pasquini (2016, p.93) stated, "To manage emergent challenges and opportunities on these digital platforms effectively, social media guidance needs to consider ethical, legal, and support aspects beyond its communication and marketing function" .

Hence, the following points exemplified eight convenient usages of social media platforms at academic foundations by educators, school principles, and students, cited in Victoria State Government- Education and Training. First of all, arousing students with significant questions on Twitter by teachers every week at online discussion. Second, reminding students on Twitter with up-to-date school events and announcements by principals. Next, constructing a collaborative discussion by teachers on Facebook to pose matters or express perspectives related to content subject. Moreover, providing ideas, suggestions, or instructions of utilizing a blog in correlation with regulative manners at the digital cloud. Then, creating groups of teachers by principals in order to be informed with learning prospective, prevalent research papers, and meeting schedules. In addition, sharing on Twitter recent events or other website links for further information with regards to curriculum subject matter. Furthermore, discussing what teachers have shared in the virtual classroom. Last but not the least, establishing

communicative online poster on Glogster which illustrates or showcases the acknowledgement of students who express and discuss information in relation to course content.

Academic and administrative institutions activate the educational routine via social media platforms. For instance, the official page of the college of Education for Women (2018) at the University of Baghdad website provides the college community with updates of current academic calendars, college activities in terms of forums, training courses, conferences, or seminars, campus reminders, student and college affairs via Facebook official homepage (EFW).

3.Research Methodology

3.1.Population and Sampling

The qualitative study is taken at four colleges at university of Baghdad, *college of Education for Women, college of Science for Women, college of Economics and Administration and college of Veterinary Medicine*. 180 participants recruited in this study during the period between August 29 to December 31, 2018. The sample study comprises of undergraduate, graduate, postgraduate, and PhD college students of the four academic institutions. See Table 1.

Table 1. The sample of the study

Colleges	Category	N	Total
College of Education for Women	College student	20	
	Graduate student	15	52
	Postgraduate	10	
	PhD	7	
College of Science for Women	College student	20	
	Graduate student	15	52
	Postgraduate	10	
	PhD	7	
College of Economics and Administration	College student	11	
	Graduate student	12	34
	Postgraduate	3	
	PhD	8	
College of Veterinary Medicine	College student	18	
	Graduate student	15	42
	Postgraduate	3	
	PhD	6	
			180

The actual questionnaire have been taken at the university in Arabic and English languages in correlation with academic profession and scholastic experience of the participants. The purpose of making the survey in two languages is to expand a variety number of information from distance users who virtually communicate through their native language.

3.2. Instruments of the Study

This section embraces two instruments in this study in order to collect the main characteristics of respondents as per the following:

1. *Educational attainment:* It can be seen from the data in Table 2 that college student category reached a peak with 38.3 percent, whereas the graduate student category followed the first category with 31.7 percent. As for the PhD category, it decreased with 15.6 percent followed by the postgraduate category with percentage of 14.4. Regarding education attainment of 180 respondents, it is indicated below that the educated group in this questionnaire are academically the main focus of being qualified to use social media applications for research purposes in one hand and for the scientific, practical, and social communication on the other either with their peers or with their universities.

Table 2. Education Attainment of Respondents

Category	Frequency	Percentage
College student	69	38.3
Graduate student	57	31.7
Postgraduate	26	14.4
PhD	28	15.6
Total	180	100%

2. *Applications preferences in social media for education purposes*: It can be seen from Table 3 that the respondents of undergraduate, graduate, postgraduate and PhD students prefer Google + with 26.7 percent. Meanwhile, Instgram reached 21.1 percent, followed by Twitter with 18.3 percent. In addition, participants who prefer using all the selected applications for teaching and learning purposes respond with 10.0 percent. As for Facebook, it is resulted 12.2 percent, whereas the status of Skype marked 6.1 and Telegram reached the least percentage of 5.6.

Table 3. Social Media Applications for Educational Purposes

Category	Frequency	Percentage
Facebook	22	12.2
Skype	11	6.1
Twitter	33	18.3
Google +	48	26.7
Instagram	38	21.1
Telegram	10	5.6
All of Them	18	10.0
Total	180	100%

4. Validity and Reliability

An assessment of validity and reliability of the information and of measurement tools are conducted to make statistical preparations of data as per the following:

Validity of the virtual instrument: A group of professional and specialized experts has recognized the virtual reliability and the adequacy of measurement instrument in this study. It is found that the identification has been finalized based on provided notes and amendments with a ratio of 90.65 percent.

Reliability resolution: It shows that responses tend to state the same scale in case of replicating the opinion poll at a different time. With regards to the measurement of Cronbach's Alpha with a result of 0.70 or more, Table 4 shows an increase of all the axes resulted in separated and combined effects.

Table 4. Reliability Resolution of Using Social Media

Axis	Number of Items	Symbol	Validity
Knowledge dynamics	10	X1	0.759
Intellectual capital	10	X2	0.802
Education expertise	10	X3	0.738
Reliability resolution	30		0.870

In addition, a fifth Likert scale is respectively used to measure responses in survey research. The rationale behind including the above mentioned measurements is to collect accurate responses of learners and teachers who are currently utilizing social media applications as means for educational communication.

5.Results

This section designates the analysis of the three dimensions of Wilson (2013) in various sections namely; engagement; interpersonal teaching and learning; school performance; which can provide promising results in co-educational systems.

1. *Engagement:* Table 5 shows the homogeneity opinions of teachers and students of research sample on the pivotal correlation between educators and students at social media platforms through contained academic courses, assignments, group discussions, and meetings. The total average of this dimension is 79.3 percentage provided a well practice with great attention through concending the sample. The degree of acceptability of using social media platforms reached an estimation of 3.86 (*SD= 0.845)* in the structure of teaching and learning foundations.
As with calculating the levels of items in the first dimension, the second item, (Social media enable students to interact with his/her peers), reached the highest level with an average of 4.32. In addition, the sixth item, (Using social media enables me to interact with my teacher outside my scheduled class) levelled off slightly with an estimation of 3.55. Meanwhile, the rest of the items can be calculated that the arithmetic mean of the engagement dimension reached a peak based on the homogeneity opinions of research sample as opposed to the hypothetical mean score given the variable of interest around 75.0 and 83.9 percent.

Table 5. Descriptive Analysis of Engagement (n=180)

N	Items	Arithmetic Average	Standard Deviation	Materiality	Order
1	I use social media for social networking.	3.91	0.898	78.9	Fifth
2	Social media increase student's engagement.	3.99	0.794	75.0	Second
3	Using social media makes my instructor more approachable.	3.65	1.026	83.9	Ninth
4	Using social media enables me to interact with my teacher outside my scheduled class.	3.55	0.922	91.7	Tenth
5	Social media help teachers get students to think critically.	3.77	0.736	88.9	Seventh
6	Social media facilitate more in depth discussion among students.	3.96	0.742	79.1	Third
7	Using social media reduces the boundaries between students and teachers.	3.69	0.980	81.7	Eighth
8	Social media enable students to interact with his/her peers.	4.32	0.650	60.6	First
9	Social media can overcome student's fear in the classroom.	3.92	0.884	73.3	Fourth
10	Social media associates with the increase of student engagement.	3.90	0.826	80.0	Sixth
	Engagement Dimension	3.86	0.845	79.3	

2. *Interpersonal teaching and learning:* It can be seen from Table 6, the total average of the second dimension rised with 3.91 and practiced well properly. Educators and students have consolidated with following learning and teaching instructions at the virtual atmosphere with great extent of 75.8 percent (*SD= 0.757*) which indicates the consistency and relatedness of responses at all levels. As with calculating the levels of items, the fifteenth item, (The use of social media promotes various skills of students), reached a peak among the ten items of interpersonal teaching and learning dimension with an average of 4.09*(M=72.8 %)*. Meanwhile, the eleventh item, (Teachers educate students via social media applications on a regular basis), dropped in the tenth level with an estimation of 3.28 provided a well practice with great attention *(M=88.9%)*. In relation to the arithmetic average of the rest of the items, it is specified around 4.06 and 3.82 with an acceptable estimation *(M= 70.6%-80.0 %)* which indicates the positive acceptability and agreement of all the participants providing the second dimension to be taken into consideration in the sample study.

Table 6. Descriptive Analysis of Interpersonal Teaching and Learning (n=180)

N	Items	Arithmetic Average	Standard Deviation	Materiality	Order
11	Teachers educate students via social media applications on a regular basis.	3.28	1.037	88.9	Tenth
12	Social media enhance the learning process.	3.82	0.853	80.0	Ninth

13	Social media is a good way to gain information.	4.06	0.788	70.6	Second
14	Social media can change current pedagogy positively	3.90	0.832	76.1	Eighth
15	The use of social media promotes various skills of students.	4.09	0.690	72.8	First
16	Social media can be an effective tool for teaching.	3.92	0.815	76.7	Seventh
17	I use social media for gaining new educational skills.	4.07	0.724	66.1	Third
18	I would like to see more use of social media in colleges.	4.07	0.887	67.8	Fourth
19	Students have the desire to use social media as an educational tool.	3.93	0.981	79.6	Sixth
20	Using social media applications support the development of the campus community.	3.99	0.780	79.4	Fifth
	Interpersonal teaching and learning Dimension	3.91	0.757	75.8	

3. *School performance:* Table 7 illustrates that this dimension excels with an average of 3.89 *(SD=0.864)* which indicates the consistency and acceptability of the focused group to what social media platforms does provide to the educational system in general and campus communities in particular. The school performance dimension is rised with great attention among respondents by an estimation of 78.5 percent.

As with calculating the levels of items in this dimension, the item 21, (Social media can provide students with various facilities), has reached sharply with an average of 4.27 *(M= 56.7%)*. In the mean time, the item 23, (Using social media replaces class attendence), ranked in the tenth level with an average of 3.05 *(M= 91.7%)*. Regarding the *Arithmetic Average* of the rest of the items, it is identified between the range of 4.09 and 3.73 which states the positive acceptability and agreement of all the participants in that sample.

Table 7. Descriptive Analysis of School Performance (n=180)

N	Items	Arithmatic Average	Standard Deviation	Materiality	Order
21	Social media can provide students with various facilities.	4.27	0.782	56.7	First
22	Using social media replaces class attendance.	3.05	1.132	91.7	Tenth
23	Students and teachers are responsible for taking their posts and actions on social media.	3.91	0.746	83.9	Seventh
24	Teachers maintain the appropriate instructions through social media.	3.98	0.613	77.2	Fifth
25	Social media guide campus community with appropriate	4.09	0.692	78.9	Second

regulations .

26	Social media can address or work on the educational policy.	3.98	1.655	80.6	Sixth
27	Educational institutions use social media properly.	3.81	0.796	82.2	Eighth
28	Social media empowers scheduled assignments, meetings, conferences, and internships.	4.05	0.745	72.2	Third
29	Faculty and college page monitors respond inquiry comments at the immediate time.	3.73	0.793	84.4	Ninth
30	Faculty and college page monitors convey and react up-to-date announcements, news, instructions, …etc .	4.02	0.684	76.7	Fourth
	School regulation dimension	3.89	0.864	78.5	

On reviewing the descriptive analysis of the three dimensions mentioned above in the previous tables, it is clearly evident that the engagement dimension has levelled off with an average of 3.86. However, the interpersonal teaching and learning dimension reached a peak with an average of 3.91 followed by school performance dimension with an average of 3.89.

6.Discussion

This paper supports the significance of virtual communication in higher education throughout the three main dimensions of Wilson- Engagement, interpersonal teaching and learning, and school performance. Apparently, social media platforms construct the virtual communication between teachers and students not only for knowledge transferring but also for connecting digital users to the course content. Second, bringing the actual learning virtually maintain students' performance educationally, publicly, and skillfully. As with educators, they can carry out their instructions through any of social media applications only when they have the technical expertise to practice their profession. Concerning the impact of utilizing social media in relation with learning and teaching, it maintains its power by setting the proper standards and regulations to connect academic users with each other.

 Although the engagement dimension has taken the least level among the other dimensions, the 180 Iraqi respondents contend the likeable notion of using social media as a communicative priority of engaging students and teachers.When college students and educators are engaged at the virtual space, knowledge can be extended inside and outside the classroom. According to the findings of the study, college scholars have come to an agreement that social media expedite the learning process by means of online discussion, writing to-do assignments, and group working.

Though the traditional sense of learning and teaching at the academic level, virtual platforms completes the actual process of academic attainment in a meaningful way. In line with that view, schools and administrative procedures can accomplish paperless along with strengthening the distant interaction inside and outside educational institutions. By marely following the directive guidelines and instructions to use social

media remotely, the propitiousness environment of individual connections will remain sustainable in the coming future.

The results conducted in the qualitative and quantitative study of social media platforms maintain its validity and reliability by means of knowledge dynamics, intellectual capital, and educational expertise. Not to forget to mention the statistic portion of the focused group is calculated based on education attainment and application preferences for education purposes. Despite the disparity of respondents in their education attainment demonstrated in the research, a good match has shown between the purpose of using social media platforms and its frequent access.

Furthermore, the normal distribution of data in the 21th century and after improves the constructive implications of using social media platforms educationally which leads to the familiarity to acknowledge, inform, express and discuss concepts or issues in conjunction with school sessions. Meaning that social media platforms give the opportunity to exchange feedback between students and teachers and keep them connected in the long term.

7.Conclusion

The key to the academic and professional success at colleges lies in using social media applications as tools that save time and effort of transmitting information, instructions, regulations, or guidelines and engross individuals anytime anywhere. This paper embraces utilizing social media for the purpose of teaching and learning in higher education. In light of the random responses among digital users at university of Baghdad, academic individuals at any educational stages can develop their skills and exchange ideas with each other at social media platforms. It is crucial for educators to teach their students by utilizing social media in the classroom. In the mean time, the paradigm shift occurs with adaptableness to attain knowledge and necessary practices among learners, educators, or school administratives at the virtual space.

The standard measure produced throughout the conducted study is descriptive and correlative which requires increasing the number of participants of different academic specialization at various undergraduate and postgraduate studies. The study suggests searching for other dimensions than Wilson's dimensions discussed beforehand. That will investigate means of collaborating with various kinds of educational designs. To add more on that issue, the participants of administrative service providers should be included in the future studies.

Additional research is needed with private schools in Iraq for being more interactive with utilizing virtual techniques.

Social media platforms as interactive learning and teaching tools can epitomize the actual stepping stone to educational institutions.

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