

Edu-2.0: Social Media as Tool of Quality Learning for Underprivileged

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Abstract

Choice of social media as a medium for instructions makes it a political weapon for the underprivileged. Impregnated with rigid social hierarchy, where access to quality educational content is inaccessible for the underprivileged people; social media provides enormous 'situations of power' that entail quality content delivery to every doorstep. The co-production of educational contents by millions of users on YouTube, Facebook, blogs, Wikis, and various other platforms require fine-tuning instructional methods and redefining the premises of peer reviewed contents produced by experts and professionals. This review article explores how social media create Edu-2.0 in India; a neologism used in this review article that signifies the proposition that the underprivileged citizens' access to quality educational content has a direct correlation with the co-production of user generated contents on Internet platforms. At present, access to education is worse in India since the logic of a pre-modern social system arbitrates access to education at least for the underprivileged population, say- women, religious minorities and belonging to Scheduled Castes (SCs). This access increases once content delivery significantly endorses social media.

Keywords: Edu-2.0, Social Media, Learning, Instructional Medium, Pedagogy, Co-production of Knowledge.

Introduction

Social media platforms, particularly, Google Meet, Google Classroom, zoom, Telegraph, Webex and others have become widely sought after tools of content delivery in educational scenarios. Their significance increased predominantly in the COVID-19 affected world. Blogs, Facebook, and others have been in vogue for couple of years

in the educational world. However, more than being a medium used for instructional purposes, social media's use in classroom settings helps people negotiate with the logic of a rigid hierarchical social structure in India that thwart poor people's access to education. This correlation between social media and learning needs investigation.

The Problem

Can educational content generated on social media and its user generation bypass traditional ways of content delivery where trained professionals and experts hold sway over production and dissemination. This is an important question regarding education, since access to the same in India seems impeded by factors that are unique to the social system in India.

In a time, user generated contents hold influence over most of the social realms, - say, political campaigns, healthcare, business, and others, its significance on the educational sector demands more attention. In this background, now, a new pedagogy works for the teeming millions: the pedagogy of the oppressed.

This paper calls the Edu- 2.0, the pedagogy of the oppressed. So neologism helps us to understand the question: Can social media help overcome the apparent structural constrains to education in the Indian society? Will it help those who have no access to quality education? Whether use of social media as an educational tool finds resolution to the questions of access, quality, cost, time, geography and parity, which conventionally remains a challenge to policy makers, government and stakeholders? Will the content produced by users on various social media platforms cause a re-definition of educational content vis-à-vis those generated by experts and professionals? These are specific questions addressed in this study.

Literature Review

There are works that remind us of the

need to reconsider educational content in the age of social media (Standish, 2008). Allan Collins and Richard Halverson (2009) recounted that educators must think about rethinking education in the age of connected platforms. Some writers argue that self-directed activities, collaborative productions, mass publications and technology-based learning are significant at present (Crook, 2008). Other writers would argue that learners should be 'active co-producers' of knowledge rather than 'passive consumers' of content (Lee and McLoughlin 2010). Many educators maintain social media is successful in incorporating what Goodyear and Ellis (2008) call 'serious student-centred learning'. There are arguments to develop 'pedagogy 2.0' implying 'innovative pedagogies that facilitate learner choice and autonomy' (Lee and McLoughlin 2010: 1).

The 1,800 open courses at MIT are open to free access from anywhere. What does it signify? Educationalists have compelling reasons to re-examine entirely the nature of learning in the light of social media. The constructivist and socio-cultural learning theories substantiate this. Douglas Thomas and John Seely-Brown's (2011) have recounted that learning based on the principles of collective study, play and innovate rather than individualized instruction keeps going on change (McHugh, 2011).

There is growing logic that most powerful learning is social rather than individual (Kalantzis, and Cope, 2008). Current learning theories emphasize the importance of social involvement for motivation, construction of knowledge

as a source of support (Schaffert, and Hilzensauer, 2008). The co-construction of knowledge through group action leads to deeper understanding and collaborative learning develop critical thinking, shared understandings and lead to long-term retention of learning materials compared to more traditional knowledge transfer models (Kreijins, Kirschner, and Jochems, 2003). Feedback is essential for learning whether from teachers to students, between students, and from students to teachers, says Hattie (2009).

George Siemens (2004) has put it aptly that learning needs to be conceived in terms of the 'capacity to know more' through digital media platforms rather than relying on the individual accumulation of prior knowledge in terms of 'what is currently known' (Chatti, Amine, and Quix, 2010: 80-99).

Teachers become designers, coordinators, moderators, mediators and mentors, rather than instructors or lecturers. Students not only have to assume the role of supporting each other in their learning endeavours, but also jointly create both the learning content and context, developing their own rules and strategies for cooperation and content production while endorsing inclusion and equity (Redecker, et al., 2009).

The importance of blogs in the fields of education has increased because of the changes in the classroom dynamics, says Mora and Espinosa (Juana-Espinosa, 2007). A study by Nardi and team (2004: 41-6) has recounted five major motivations for blogging: documenting one's life; providing commentary

and opinions; expressing deeply felt emotions; articulating ideas through writing; and forming and maintaining community forums.

In the educational sector, blogs are being used to satisfy a variety of communication needs to favour e-learning practices. In a study by Leslie (October 2003), a matrix of the possible uses of weblogs in education is shown. These possible uses are analyzed in a two dimension space: who uses the weblog (instructors or students) and for what (writing or reading). While following this same matrix, a list of possible uses is provided in a study by Lowe (Lowe, A.J. Blog use in teaching): improving writing skills, encouraging reflective writing, reading student weblogs for assessment, sharing resources and ideas, recording progress and process, course administration, group work, etc.

Juhasz's (2008) "YouTube only" classroom pointed out that mainstream reports did not take the idea of a YouTube classroom seriously, portraying the class as undeveloped. Mainstream media's biases treated the class and YouTube as a joke. Several studies have documented the YouTube and its educationally applicable dimension (Burgess, and Green, 2009; Manovich, 2008; Cheng, Dale, and Jiangechuan, 2007 and Lange, 2008).

The literary survey above found that pedagogy requires some kind of fine-tuning, as there is growing use of social media in learning environment. The literature cited and reviewed above point to some important changes in educational world. We move away from thinking of knowledge as a substance

that we transmit from student to teacher, to a social view of learning. Participation and collaboration is going to be the basis of learning. Content creation is becoming participative. In this background, the survey has found that a growing literature gap in India about the relationship between social media and educational scenario is mounting up. This review article caters light to that aspect.

Conceptual Definition

The label Edu-2.0 used in this article refers to an array of online platforms that can be educationally applicable for learning atmosphere. There are blogs, Facebook, Twitter and YouTube. Many people share content on Facebook, and Twitter. People create and share content on YouTube and text on chat forums. People post about academic events on Internet platforms. They share news about an educational conference, or mark a like on an educational event on social networking sites. It is also done no matter where you are in a train, a bus or flight or by some other means. These are all about Edu-2.0. The term 'Edu-2.0' refers to a range of integrated online tools that can be either internet-based or networked. The political significance of the term is that it can measure whether social media embedded learning processes bypass traditional barriers such as access to education for the underprivileged.

Background of the Study

In 2009, authors of this review article started a teaching blog. We posted assignments and seminar topics, lecture notes, and official seminar

notifications. Students from different places connected with the blog in the meantime. The comment section was growing, with over 500 shares for many posts on an average; the blog was useful in terms of user traffic. But now that situation changed. Blogs have become outdated. YouTube and other video streaming platforms have occupied its place. The business model YouTube represents is such that content creators are desperate for subscriptions, views, and likes. YouTubers compete for creation of quality contents that attract audience instantly. The benefactors of this competition on video streaming platform are certainly useful.

If one goes to educational platforms on YouTube, quality contents are aplenty which attract a vast audience, and the success of which depends on the business model YouTube represents. Civil service aspirants access content on various YouTube channels where free classroom lectures on various topics are available. There are YouTube channels that provide free classroom lectures for CBSE (Central Board of Secondary Education) students at all levels. Plenty of contents free on channels from physics and political science to languages and literary theories caters to college and university students.

WhatsApp has taken the old role of blogging sites for content sharing, by which educational institutions are now instantly connecting with seekers of information alternatively. Schools and colleges have created WhatsApp groups for every batch and class, where instant sharing of information and educational content has revolutionized the very foundation of traditional instruction

methods.

A new entrant in to this scenario is online webinars and online courses. Zoom, Microsoft Teams, Google Meet and Cisco WebEx have brought in a recent addition to physical classrooms. One need not to go in to a physical place for education. Universities offer short-term courses for faculty development in higher education, which helps teachers, particularly women who find it difficult to attend courses because of family constraints. Courses come to your doorsteps. Assignments, class tests, and class activities have taken over by Google Classroom, Telegraph and Moodle platforms.

The medium that guided young academics to new ideas a generation ago were few, with higher levels of abrupt and unwritten formalities, and were exclusionary. Nowadays, the best students are using social media to scavenge for the information that matters to them. Schoolchildren explore the web for study materials. Academicians need not to indulge in library, while browsing for massive volumes to take plentiful notes. Education experts say Internet has been facilitating guaranteed access to information. Now Internet has altered the conventional parameters of knowledge production, dissemination and sharing. Knowledge is not just confined to reading and printing. Many educationists believe educational arena is in a good position to use social media based tools to support the collective creation of knowledge amongst students and the wider community (Kimmerle, Moskaliuk, and Cress, 2009). Many universities are now striving to

develop ways of using social media to support these new forms of learning (Conole, and Alevizou, 2010).

Leading western universities have found social media useful for extending its classroom and learning process through networking. The courses and classroom settings of such Universities are also available at the streaming videos. Harvard University, for example, has their classroom and curricular aspects on social media. See, Posterous <harvardsocial.posterous.com>, Facebook <www.facebook.com/Harvard>, YouTube <www.youtube.com/user/Harvard>, iTunes <itunes.harvard.edu>, Twitter <twitter.com/#!/Harvard>, Foursquare <<https://foursquare.com/harvard>>, Social Media Group <abcd-socialmedia.scribo.harvard.edu>. This is just an example of one university. Imagine the number of educational institutions, that all maintain social media policies like this!

Any modern university, educational institutes and research centres maintain its own social media policies and maintain social media accounts. Here they tag links, share, and upload information pertaining to courses, lecture notes and videos of classroom lectures. Students apply for admission online, which chop off paperwork and amplify administrative effectiveness. Applicants receive e-notifications regarding admission, course schedules, billing procedures, and other useful information. One can pay fees online and seek their examination results. Teachers prefer to receive tutorials online, which not only lends itself to faster transmission but also avoids the difficulty in reading a manuscript. In the

same way, some faculties not only put up their course material on the website, but their lectures also, which attract widest potential audience. Students who could not attend lecture classes can also benefit from them. Assignments, term papers, etc., are useful for submitting online and teachers can share such submissions through social media platforms so that it can reach out to a larger audience instantly. The faculty and students remain connected through email and social media sites on which students receive instructions, fix appointments, send essays or assignments, etc. In fact, students who have access to Internet will facilitate a round-the-clock classroom experience.

With the availability of new technologies, common access to Internet and to information, new types of social interactions mediated by technology, these cause a shift in how we learn and teach. Obviously Online platforms for higher education have two important advantages, learners can take a more active part in their education; and second, learning platforms offer 'anytime, anywhere learning' (Becta 2007). The aim of online learning platforms is to provide an online learning environment that supports quality learning and teaching, and connects students, teachers and parents, anywhere (DEECD 2010).

Education remains unattainable for a large section among young people. Women, tribes, minorities and SCs are still out of the game. Besides this, barriers to education such as quality, access, and cost are still lingering the prospects of quality education to many sections. Here comes the significance of

social media in education.

Blog for Class Room

On the blog link indianbloggers.org/, one would get a list of popular bloggers in India. From an educational point of view, blogs are the development of traditional learning logs for students and teachers, whether as a complement to traditional lectures or as an e-learning tool. The blog <http://education.trak.in/>, for example, says everything about Indian Education, colleges, universities, guidance, and information.

Consider the blog links of educational institutions offering educational content below. Department of Economics, MG College, Trivandrum- <http://mgceconomicsdept.blogspot.in/>, Kerala University Youth Festival- <http://keralauniversityyouthfestival2014.blogspot.in/>, UNIZOA, the alumni association of Department of Zoology, University College, Trivandrum, Kerala, India- <http://unizoa-unizoa.blogspot.in/>, A blog that disseminates information on social science conferences, jobs, courses, etc. in India and abroad- <http://thesocialscienceinformer.blogspot.in/>, Research in Centre for Studies in Science Policy- <http://cssp-jnu.blogspot.in/>, Swaraj Musings- <http://gandhimgu.blogspot.in/>.

The blogs listed above have widely scaled for reflective journaling; summarizing class room discussions, reflecting on what students learned during a class activity or project, sharing ideas for applying what they have learned to their own practice, and so on. These blogs promote reflection and analysis. The blogs listed

above promote a habit of writing. Further, using blogging for educational purposes enables an opportunity to take advantage of the social media tools which students are using in their personal and often professional lives. Another benefit of blogging to students who are in education is that it gives them an opportunity to learn to use tools as aids to instruction with their own students. Finally, blogging is used to introduce students to social media tools. Blogs triumph over the traditional social barriers impregnated with the lives of marginalised people with access to education. This forms the political value of blogs in a society that has social cleavages.

Facebook for Learning

Room to Read, a global organization seeking to transform the lives of millions of children in the developing world through a focus on literacy and gender equality in education, is a case in point. Facebook profile says that “we partner with communities across Asia and Africa to support literacy and gender equality in education” <[facebook.com/roomtoread/timeline](https://www.facebook.com/roomtoread/timeline)>.

Facebook helps students develop relationship skills by gaining a better understanding of the feelings of other people and their social system. When they see others sharing their personal feelings online, it is easier for them to empathize and identify with their experiences and comment with support. Facebook provides many other pedagogical advantages to both teachers and students. Facebook as a networking platform connects students with each other, indirectly

creating a learning community, a vital component of education. It provides instructors opportunities by which students can help and support one another by building their courses atop the community already established by the students themselves. Facebook also increases both teacher-student and student-student interaction.

The nature of social learning has been changing at a moderately rapid pace in India, precipitated in part by the widespread use of Facebook. Sharing photographs, revealing demographic information, displaying interests, and conducting online conversations are just a few of the features utilized on Facebook. The following list summarizes the different ways how Facebook integrates into a course.

Profile Page: An instructor creates a profile page for him or her.

Group Page for a Class: A separate page created specifically for a course.

Replacing/Duplicating web courses functions on Facebook: Discussions that traditionally have taken place on web course can also occur on Facebook discussion boards.

Integration of Facebook Applications: There are several useful applications that will expand the functionality of Facebook for class.

Facebook is not only a great way to find old friends or learn about what is happening on weekends; it is also an incredible learning tool. One could utilise Facebook for class projects, for enhancing communication, and for engaging students in a manner that might not be entirely possible in

traditional classroom settings.

Twitter for Learning

Twitter hashtag #classroom20 takes users to a community level feature hosted by the website www.classroom20.com/, which introduces that it is a social network for those interested in Web 2.0, and participative technologies in the classroom. If you follow the hash tag at #ProfessorV1, one would get the whole updates on the activities at Professor V's Teaching Café <teachingcafe.ning.com>, which is also one of the interactive communities for the cause of education.

The hashtags #Edchat is a weekly Bammy Award winning Twitter conversation that any educator can join to discuss and learn about current teaching trends, how to integrate technology, transform their teaching and connect with inspiring educators worldwide.

Twitter's classroom capabilities are limited only by an educator's imagination. Twitter can perform a useful educational tool, giving students and teachers a simple way to communicate that goes beyond office hours and classrooms. With the use of a simple hashtag (#), it becomes incredibly easy to curate tweets, giving students a simple way to follow the information that is associated with a specific class. Alternatively, teachers can create accounts or Twitter lists specific to a course that students can then follow, making it easy for them to find each other on Twitter.

There are loads of great educational hashtags that have been created that one can search out and see what other

educators are providing. If you are a social studies teacher or need history resources, check out #sschat. Maybe English is your taste, and then there is #engchat. Maybe you are looking for just general education resources. Then one should do a search for #edchat. If you just log in to Cybrary Man <www.cybraryman.com/edhashtags.html>, one can get plenty of educational hashtags. Twitter can be used in novel ways to make classroom interaction in an unprecedented manner. A lot of Twitter application has educational values. Especially tweets and retweets are powerful instruments for making classrooms beyond the walls of the institution.

Twitter could be more effective to send reminders to students about homework and assignments, and provide relevant information for their next class. Using Twitter on a smart phone ensures that students receive notifications and can keep pace with the latest class news. This is where Twitter's SMS service can also come in use. Teachers can use this to their advantage by tweeting interesting educational links for their students to read. Sending out a tweet to give students a reading assignment is an instantaneous way to keep them prepared for their class ahead of time. Teachers can easily collaborate with each other on Twitter too, exchanging ideas and teaching tools. With the use of a hashtag, it is easy for any group of people to connect on Twitter, so why not teachers? The hashtag #edchat, #edtech and more give instant access to links, thoughts and tweets from educators from all over the world.

History teachers can use Twitter to

communicate with students using the voice of a historical figure, by creating a Twitter account in that person's name. Students can get a feel, for it used what kind of language, interactive way. It can even encourage them to interact with the historical figure, using the same language and style.

Creative writing professors can use Twitter to encourage student creativity in a challenging format. Writers and poets use Twitter to share their micro poems with the world, using hashtags like #poetweet or #micropoem. The social network could be great for encouraging students to write haikus or six word stories, a concept that began when Ernest Hemingway was challenged to write a story in six words. Twitter is the perfect tool to convey a concept or story with as few words as possible.

In a classroom setting, Twitter use contributes to a discussion and gives students and teachers a way to keep the conversation going long after the class is over. Professors have already used this method in large classrooms, with a projection screen at the front of the class, displaying the search results for the chosen hashtag for the discussion. Using an application like Tweet deck, or any desktop app with a self-updating feature, is the ideal way for the tweets to be displayed during class.

Hashtag learning experiences could extend learning practices beyond the 'walls' of the classroom and it could bring about far-reaching implications since access and equity in education is disadvantageous to marginalised communities in India. It helps in

bringing change in current events to the curriculum, and students can become more engaging and participative than ever before. As it could connect students from across multiple sections or institutions and streams of education, indeed the political significance of Twitter in educational practices far exceeds the basic function it was thought of. Reach out to experts in the field just by a click. As it can pull the world into your classroom, the power of Twitter is unbelievable.

Video Streaming for Learning

Kevin Kelly, (21 November 2008) the founder of Wired Magazine and Lawrence Lessig, Stanford law professor and Creative Commons founder, says our cultural shift today as one from book literacy to screen fluency. Here what they mean is video formats, which a new vernacular is developing in motion. It is a 'world beyond words', where TV, movies and all audiovisual work will find themselves with a table of contents, abstracts, indexes and rendering them searchable within a short span of time. Lessig predicts that television and movies will be "bookified (Lessig, 2008).

Video is not new to education, but they offer new capabilities for educational practices. Professors use YouTube content that can be useful teaching aid in the classroom atmosphere. Indeed, educationalists believe universities are in a good position to use social media practices to support the collective creation of knowledge amongst students and the wider community. Several universities are now striving to develop ways of using social media to support these alternative forms of

learning. Leading Universities have their classrooms on YouTube. For example, there are YouTube pages for universities such as MIT <[outube.com/user/MIT](https://www.youtube.com/user/MIT)>, Yale University <www.youtube.com/user/YaleCourses>, Harvard Kennedy School <www.youtube.com/user/HarvardKennedySchool>, Princeton University <www.youtube.com/user/princetonuniversity/videos>, Columbia University <www.youtube.com/user/columbiauniversity>, and Stanford University <www.youtube.com/user/StanfordUniversity>.

EduCanon <www.educanon.com> is a free web platform that simply let teachers to slot in online video content into their lessons. Using videos from YouTube, Vimeo, or TeacherTube, now teachers can make assignments directly on the pinnacle of that video content. In fact, screen learning makes students more interested in a learning activity. More obviously, video content sharing is significant to a generation who are unnecessarily put attention to the screen of various sorts, be it touch, swipe, or any other of that sort.

In 2012, Google launched YouTube for schools, which aimed at giving teachers easy access to YouTubeEDU. It was an educational library replete with free, high-quality educational videos, which sort out the enormous video contents, uploaded to YouTube by different educators at different points of time from different parts of the world. YouTubeEDU promoted by the company officials is a YouTube section devoted to academic content. Calling this new site 'a free, self-organizing, the democratic website containing the entire world's knowledge', YouTubeEDU

promises an environment in which 'any qualified teacher can contribute and absolutely anyone can learn'. It features lectures and other materials from hundreds of colleges and universities, including Stanford, Harvard, and the Massachusetts Institute of Technology (MIT).

YouTube is not the only Internet site offering higher education lectures and courses. One competitor is Big Think. TED Talks, and Talks at Google, Zeitgeist are other examples of video platforms that provide rich but free educational content.

Another website, Education for All, offers more than video with its courses. The site provides syllabus materials that accompany courses, plus reading lists. The link for a course on financial markets, taught by Robert Schiller, a professor of economics at Yale University, even added copies of the exams and solutions as well as a discussion forum for viewers. The site also includes a complete set of four Chinese- language courses available with a package of downloadable textbooks and audio recordings of dialogues.

Then there is Academic Earth, a site that also offers video courses and lectures from top scholars. Founded by Richard Ludlow, a Yale graduate, Academic Earth's mission is to "give everyone on earth access to a world-class education". It draws material from Harvard, MIT, Princeton, Stanford, Yale, and Berkeley and says that 50 percent of users come from outside the United States. Like many other educational sites, it has a Facebook page and a presence on Twitter.

Indeed, video offers more mobility, ensures distance learning easy, and increased access ensures YouTube and other video hosting services more apt for education at door steps in a society that traditionally denied access to its majority. Certainly, YouTube based educational practices offer a ray of hope to communities on the social walls of social hierarchy. It is a more political choice.

Edu- 2.0: Indian Scenario

A study by Sunil Tyagi (2012: 28-43) in the National Capital Territory of India about the use of social media among faculties found that user generated content holds implication to the stratified society in India. It gains a role in quality enhancement. It brings down quality disparity between rural and urban India. Indira Gandhi National Open University (IGNOU) uses radio, television, and Internet technologies.

For instance, students can subscribe:-

E-Resources <www.ignou.ac.in/ignou/footer/Subscribed%20E-Resources>

IGNOU Homepage <www.ignou.ac.in>

Virtual Classrooms <www.ignouonline.ac.in/VirtualClass.htm>

IGNOU Online <www.ignouonline.ac.in>

IGNOU WIKi <ieg.ignou.ac.in/wiki/index.php/Main_Page>

Using Internet and television, the Government adopted National Programme on Technology Enhanced Learning (2007) (NPTEL): a concept similar to the open courseware initiative of MIT and is an initiative of seven IITs and IISc for creating E-content. It hosts a YouTube Channel <www.youtube.com/user/nptelhrd> and a Facebook

page. Eklavya initiative; has been using Internet and television channels to promote distance learning. Consider EKLAVYA Technology Channel <www.tv14.net/eklavya-technology-channel> India 2007. It is a distant learning joint initiative between the IITs and IGNOU. It hosts a Facebook page.

Premier educational institutes in India are not away from social media for content dissemination, especially IITs, IIMs and NITs. For instance; IIT Gandhinagar has Facebook, YouTube, and Twitter pages. IIM Calcutta has been managing YouTube, Facebook, Twitter, and LinkedIn pages. Libraries in India also have developed collaborating and publishing platforms on social media sites. A library blog has created to keep update the students, faculty and other staff members of BUEST (Baddi University of Emerging Sciences and Technology).

Seminar, symposium, workshop and academic events have been updating through social media sites. Blogs are popular, for example, Blogger titled The Social Science Informer <thesocialscienceinformer.blogspot.in>. Admission to various colleges are notified by specific blogs, for example, 'Admissions to various Courses in India' <admissionsindia.blogspot.in>, i.e., a blog that collaborate and network for latest admission notification to various courses in India, offered by Universities, Colleges and other higher education Institutions.

In addition, M-learning has been sweeping Indian educational scenario. Mobile devices, tablets, and Symbian are popular for teaching-learning

purposes. It makes education portable, impulsive, efficient and thrilling. By this, students can record the lectures, provide feedback, read E-books, access Internet and practical exercises and use software for educational activities.

The Government of Rajasthan had extensive infrastructure building for Information and Communication Technology. The State's Information Technology Department launched its own education social network for learning. Educational institutions such as HLC International, St Patrick's School, Chennai Public School (CPS) and Rosary Matriculation Higher Secondary School are using YouTube, Facebook, Twitter and Ustream to interact with students, parents, alumni and well-wishers, says Times of India report (Mathai, 22 August 2011). Portals such as Studyplaces.com and Tutorvista are functioning as information exchanges for students. Web portals such as 100percentile.com provide online examinations. The mathguru.com offers solved questions on the CBSE Mathematics curriculum.

India benefits from the Internet and social media platforms, since they hold power to cut across a plenty of variables that historically turned hostile towards the educational opportunities of a very large segment of its population. The Edu- 2.0 beseems realisable in the Indian context by a wider application of the following social media platforms. They are Facebook, Twitter, YouTube, and blogs. In recent times, WhatsApp has become a leading take among educators and learners.

Fostering networks and communities is an essential element of a learning

platform. It has been recognising for some time that principals, teachers, students and parents can connect and form communities organised around relationships and ideas. Through an online community, members can reflect, comment, and contribute to conversations, equally. The conversations become 'learning activities' that can involve 'experts', as well as all members of the community.

The need for communication tools in the learning process has often been underestimated by educators. Especially those who feel comfortable with the traditional ways of teaching should come of age. More recently, an increasing number of learning environments have been transforming into digital forms in the education scenario.

Conclusion

This review article reads that the co-production of content by ordinary social media users has political significance. Content delivery on social media helps bypass traditional barriers to access quality education for poor people. Online video conferencing platforms such as Webex, Google Meet and Zoom platforms can be added value which helps people bypass barriers to access educational content. YouTube lecture contents for beneficiaries across all levels of learning available free benefit not only society, but it helps people overcome social hierarchy that prevents access to quality education.

It is apparent that Edu- 2.0 seeks to answer challenges that the educational domain in India has faced for decades.

More than that, new media embedded education destroys a range of variables that impedes the attainment of education. Minority social groups in India because of social factors such as gender, caste, geography, quality, access, and cost cannot leverage opportunities of higher education. Digital media gives the potential to wipe out the structural barriers to the educational setting in India. The internet has no caste, gender, race, class, etc. This means Edu- 2.0 has political potential since it reflects the pedagogy of the oppressed. This form of education has more reasons to be popular among marginalized communities than the mainstream.

Colleges and universities are fast embracing social media for academic purposes. In the age where crowd, mass participation, producer public and user contents shape the knowledge system, any attempt at reforming the educational system could not bring in excellent result until and unless it properly addresses an attempt to reincorporate social media into curricular and pedagogical aspects. Schools are developing connected learning methodologies to enhance erudition among kids; they are fast adopting social networking sites in their everyday learning activities.

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