

# THE EFFECTIVENESS OF USING TWITTER AS AN EDUCATIONAL TOOL IN DISTANCE EDUCATION

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**Abstract:** The use of social networks in formal and informal learning has led to innovative ways of seeking knowledge over the last decade. Students primarily use social networks for socialisation and entertainment. This study aims to explore how to incorporate Twitter as a social platform to enhance the communication of undergraduate students in the media classroom in the United Arab Emirates and to explain the effect of incorporating Twitter on the learning process as well as its challenges. The study adopted a convergent parallel mixed method design to collect qualitative and quantitative data from students and teachers by using both open and closed-ended surveys. Quantitative data was analysed descriptively using the mean and the standard deviation. The results revealed that the consistent integration of Twitter in the classroom as an interactive tool for successfully sharing assignments effectively enhances the learning process and communication regardless of the limited number of characters offered by this platform, although it is difficult to guarantee the merits of the content. Further studies are needed to develop successful techniques for using Twitter as a pedagogical resource to improve students' demonstrative knowledge of social networking sites.

**Keywords:** Technology acceptance; Education; assessment tool; Twitter; Digital Media; Interface design

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## Introduction

Twitter is a social networking site that allows its users to send and receive short messages, known as "tweets", of up to 140 characters. Tweets can contain text, images, videos, and links to other websites. Users can follow each other's tweets and interact with one another through direct messaging. Users may also use the "@" symbol to mention a specific user in their tweet, in which case that user will receive a notification that they have been mentioned in a tweet. Introduced in 2006, Twitter has grown in popularity to become a key source of online information and communication for millions of users worldwide. Many schools now use Twitter to communicate with students and other community members in real time. # Twitter can be used as an educational tool in a number of ways. For example, educators can use Twitter to share resources with their students, or to provide updates on assignments and due dates. In addition, Twitter can be used as a platform for engaging in online discussions, or for conducting polls and surveys. Finally, Twitter can also be used to connect with other educators and professionals in order to share ideas and best practices.

## Purpose of study

This mixed-method study aims to examine how students' participation on Twitter affects their involvement and learning in the media classroom in the United Arab Emirates, especially the

undergraduate classes. This study also aims to provide educators with a better understanding of how to incorporate social media platforms such as Twitter to foster best practices and create a communication method in the classroom, helping students support one another while learning the course material. The research paper will try to answer the following questions:

- Is social media an effective educational tool in the learning processes in the media classroom in the United Arab Emirates?
- How do the Media students perceive Twitter as an instructive tool?
- What are the challenges of using Twitter in the classroom?
- Did the usage of Twitter boost interactions between students and teachers during distance learning?

## **Literature review**

### ***Trends towards the use of Twitter in education***

Different studies have shown the advantages of using Twitter to improve student performance (Carpenter, 2015; Kassens-Noor, 2012; Malik et al., 2018; Prestridge, 2013; Yakin & Tinmaz, 2013). Carpenter (2015) aimed to determine students and teachers' views on the educational and professional uses of Twitter. Results showed that most participants realized the advantage of using Twitter in the educational process, although some participants felt uncomfortable with how their students' social networking experiences could affect their class interaction. Similarly, Malik et al. (2018) reviewed 103 studies conducted between 2007 and 2017, which explored the use of Twitter for educational purposes in formal and informal settings. The research found that the advent of Twitter not only increased learning, inspiration, interaction, and connectivity for students, but it also provided them with a channel for career growth and networking in their respective areas.

Kassens-Noor (2012) explored whether Twitter can help students learn topics through comparative experiments in a limited classroom environment. Results indicated that the group that used Twitter identified more unsustainable practices and created more unsustainable practice alternatives than the diary group. However, the diary group had the opportunity to exchange details before writing the questionnaire, which may have affected the results. Prestridge (2013) investigated the impact of Twitter on teaching and found that using proper paraphrasing on Twitter allowed students to learn the subject material more efficiently and develop cognitive skills. Yakin and Tinmaz (2013) observed that students in a computer application course expected to perform a survey three times to affect their learning experience. As the study progressed, the student's theories about how they planned to use Twitter changed, and they began to use graphics, such as videos, images, and web connections to show the content.

Twitter has been widely adopted as a tool for enhancing student learning and engagement in various educational settings. Several studies have documented the positive impact of Twitter on student academic performance, cognitive skills, and social interaction (Bogdanovych & Bilous, 2019; Manca & Ranieri, 2016). For example, in a study by Bogdanovych and Bilous (2019), the authors investigated the use of Twitter in an undergraduate course on computational linguistics. The study found that Twitter facilitated communication between students and instructors, improved

collaborative learning, and enhanced student engagement with the course material. The authors concluded that Twitter had the potential to promote active and participatory learning.

Similarly, in a study by Manca and Ranieri (2016), the authors examined the use of Twitter as a tool for promoting collaborative learning in higher education. The study involved 83 students from two universities in Italy who used Twitter to participate in online discussions, share resources, and provide feedback on each other's work. The study found that Twitter helped to foster a sense of community among the students, promoted active engagement with the course content, and facilitated collaborative learning. The authors concluded that Twitter had the potential to enhance students' learning experience and improve their academic performance.

In addition to its use as a tool for promoting collaborative learning, Twitter has also been found to be effective in enhancing student engagement and motivation (Junco, 2012; Kaplan & Haenlein, 2010). In a study by Junco (2012), the author investigated the use of Twitter as a tool for enhancing student engagement and motivation in a large lecture course. The study involved 125 students who were randomly assigned to either a Twitter group or a control group. The Twitter group was instructed to use Twitter to engage in online discussions, ask questions, and provide feedback on the course material. The study found that the Twitter group had higher levels of engagement, participation, and motivation than the control group. The author concluded that Twitter had the potential to enhance student engagement and motivation in large lecture courses.

Similarly, in a study by Kaplan and Haenlein (2010), the authors examined the use of Twitter as a tool for enhancing student engagement and motivation in a marketing course. The study involved 84 students who used Twitter to participate in online discussions, share resources, and provide feedback on each other's work. The study found that Twitter helped to foster a sense of community among the students, promoted active engagement with the course content, and enhanced their motivation to learn. The authors concluded that Twitter had the potential to enhance student engagement and motivation in higher education.

In conclusion, several studies have demonstrated the positive impact of Twitter on student learning, engagement, and motivation in various educational settings. Twitter has the potential to facilitate communication between students and instructors, promote collaborative learning, enhance student engagement with the course material, and improve academic performance. Therefore, instructors should consider using Twitter as a tool for promoting active and participatory learning in their courses.

### ***Integrating Twitter into communication in the classroom***

Some scholars have investigated how Twitter was used for cooperation outside of the classroom, such as sharing learning materials, class assignments, and reminders. In the research presented by Lowe and Laffey (2011), a college professor used Twitter to promote introspection by sharing details on current marketing developments, contemporary marketing topics, essential concepts explored in class, and problems relating to these concepts. During this 8-week study, students reached the instructor's tweets and shared ideas about the course content. The research found out that Twitter helped the students establish a connection between the research content and actual examples. However, the study noticed that there is very little interaction among students. The researchers believe that this lack of interaction may be due to the novelty of Twitter as a teaching method and a large number of students in the classroom. A similar study initiated by Fox and Varadarajan (2018) surveyed 131 pharmacy students. The researchers noticed that 71% were distracted, and 69% believed that Twitter discourages

taking notes. However, 80% students reported that using Twitter encouraged class interaction and offered the ability to express their thoughts and exchange ideas.

Finally, in both experiments, researchers offered students a brief demonstration of Twitter's functionality with no clear instructions about what to post. Due to the large number of students in the class, there are many unorganised tweets. Simultaneously, students may not gain any new experience, and the communication method will become a direct method instead of bringing students unique learning opportunities. If educators provide instructional guidance before using the instrument, both studies may encounter different results.

However, other studies conducted by giving students the chance to post information and tools on Twitter and encouraged them to post, react, and interact in between and with their instructor, as the study produced by Dunlap and Lowenthal (2009), the researchers advised students in their study to use Twitter in an online instructional design and technology course. Students have been encouraged to engage in collaboration, information sharing, brainstorming and problem-solving. As a result of the study's explicit instructions, when one student posted a question, he got three possible responses within ten minutes. After class, students learned about the use of Twitter in their lives through doing Twitter chats and participating in a Twitter poll. The research has shown that Twitter facilitates discussions between students and between students and their instructors. However, because Dunlap and Lowenthal used online instructional design and technology courses in their research, students may be more receptive to the idea of using technology.

A study by Bogdanovych and Bilous (2019) examined the use of Twitter in the educational process and found that it can enhance student engagement and foster collaboration. The study reported that Twitter helped students stay up-to-date on course information, communicate with their peers and instructors, and share learning materials.

Similarly, Kaplan and Haenlein (2010) argued that social media platforms can improve collaboration and knowledge sharing among students, enabling them to connect with their peers and access resources more efficiently. Junco (2012) also investigated the relationship between Facebook use and student engagement and found that frequent use of Facebook and participation in Facebook activities positively correlated with student engagement.

However, some studies have reported mixed results. Manca and Ranieri (2016) examined the use of Facebook as a technology-enhanced learning environment and found that students reported high levels of motivation and engagement when using the platform. However, the study also identified some challenges, such as privacy concerns and distractions from non-academic activities on the platform.

Furthermore, a study by Scherer and Teo (2014) examined the use of Twitter in a higher education course and found that while Twitter can enhance student engagement, it also requires clear guidelines and moderation from the instructor to ensure that the platform is used appropriately for academic purposes.

In conclusion, research studies have shown that Twitter may be perceived as a questionable communication model, particularly with students who are not familiar with the site or when the class size is large since these students can be overwhelmed by the many tweets, which sometimes are not related to the subjects. Meanwhile, researchers have demonstrated that a microblogging tool such as

Twitter is an optimised communication environment suitable for creating a social learning environment to enhance students' learning opportunities and collaboration.

### ***The Role of Twitter in Enhancing Professional Development and Student Learning in Education***

The literature suggests that Twitter can play a significant role in enhancing professional development and student learning in education. Various studies have highlighted the advantages of using Twitter as a tool to strengthen teacher-student professional-building partnerships, as well as a medium for professional advancement (Visser et al., 2014; Carpenter & Krutka, 2014). Twitter provides a platform for educators to participate in a professional learning network, where they can exchange technical insights, resolve the feeling of isolation, gain social support, and engage in discussion outside their face-to-face networks.

Another study conducted by Hew and Cheung investigated the impact of Twitter on student engagement and learning outcomes in a higher education setting (Hew & Cheung, 2014). The study involved 125 undergraduate students who used Twitter to discuss course-related topics and engage in peer-to-peer learning activities. The study found that Twitter facilitated greater student engagement, participation, and collaboration, and helped students develop critical thinking and communication skills.

Furthermore, Twitter has been found to be an effective instructional platform for students, particularly in healthcare education (Lackovic et al., 2011). However, students may face challenges due to digital literacy and trust. Tang & Hew (2017) conducted an observational study over nine years to examine the impact of Twitter on teaching and learning. The study reported positive learner engagement findings, with Twitter's potential to encourage learner material and learner-learner experiences. However, the causality between Twitter usage and learning success remains to be determined.

In addition, Twitter's characteristics, such as push technology and peer networking forum, make it an accessible communication platform between students and teachers in higher education (Kassens-Noor, 2012). Junco et al. (2011) conducted a one-semester pilot course and found that using Twitter for educationally related purposes led to higher levels of student involvement and graduation rates. The study also showed that students and faculty were highly involved in the learning process, which exceeded conventional classroom practices.

In conclusion, the literature suggests that Twitter can enhance professional development and student learning in education. Twitter provides a platform for educators to participate in a professional learning network, exchange technical insights, and engage in discussion outside their face-to-face networks. For students, Twitter can be an effective instructional platform, but digital literacy and trust remain significant challenges. Twitter's characteristics, such as push technology and peer networking forum, make it an accessible communication platform between students and teachers in higher education. However, further research is needed to determine the causality between Twitter usage and learning success.

### ***Challenges in Utilizing Twitter as a Collaborative Platform in Large Classroom Settings***

One of the challenges in using Twitter as a collaborative platform in large classroom settings is the potential for distractions and information overload. Rinaldo et al. (2011) noted that large class sizes can result in many tweets, which may distract students and force some to remain silent. In addition,

students may generate many responses to course questions, which may overwhelm other students and prevent the extension of discussion in the primary question.

Another challenge is the issue of connectivity. Dunlap and Lowenthal (2009) reported that not all students may have regular Twitter access due to the cost of internet packages or phone data subscriptions. This may affect the participation of some students in the discussion, which could lead to unequal learning outcomes.

Moreover, privacy concerns may impact the use of Twitter as a collaborative platform in the classroom. Students may feel insecure and unprotected using their personal accounts in an academic discussion on Twitter because the details of their private daily life may be exposed to both teachers and peers. This issue may result in the inability to participate in activities conducted on Twitter. Therefore, teachers may ask students to create a new Twitter account for educational use only (Rinaldo et al., 2011).

### ***Solutions to Mitigate the Challenges:***

Several solutions have been proposed to mitigate the challenges in utilizing Twitter as a collaborative platform in large classroom settings. One solution is to set clear guidelines and expectations for the use of Twitter in the classroom (Junco, 2012). These guidelines may include rules for appropriate language and behavior, expectations for participation, and guidelines for sharing information.

Another solution is to use Twitter in conjunction with other collaborative platforms, such as blogs and wikis, to ensure that all students can participate and share their ideas (Hew and Cheung, 2014). This approach can also help to address issues of information overload by providing multiple platforms for communication and collaboration.

Finally, providing technical support and resources to students can help to ensure that all students have regular access to Twitter and other collaborative platforms (Dunlap and Lowenthal, 2009). This may involve providing access to computer labs, providing loaner laptops or tablets, or offering support for mobile devices.

In conclusion, there is increasing evidence that Twitter can be a valuable tool for enhancing student learning, engagement, and motivation in various educational settings. The use of Twitter has been shown to promote communication between students and instructors, facilitate collaborative learning, improve student engagement with the course material, and boost academic performance. Several studies have demonstrated the positive impact of Twitter on student outcomes in different academic disciplines, including marketing, computer science, linguistics, and education. While some challenges still need to be addressed, such as the lack of interaction among students, Twitter shows great potential as a tool for promoting active and participatory learning. Therefore, instructors should consider integrating Twitter into their teaching methods to enhance the learning experience and improve student outcomes.

### **Methodology**

The study utilized a convergent parallel mixed method design, which is a combination of qualitative and quantitative data collection and analysis methods. This approach allowed for separate evaluations of both types of data, which were then compared (figure 1).

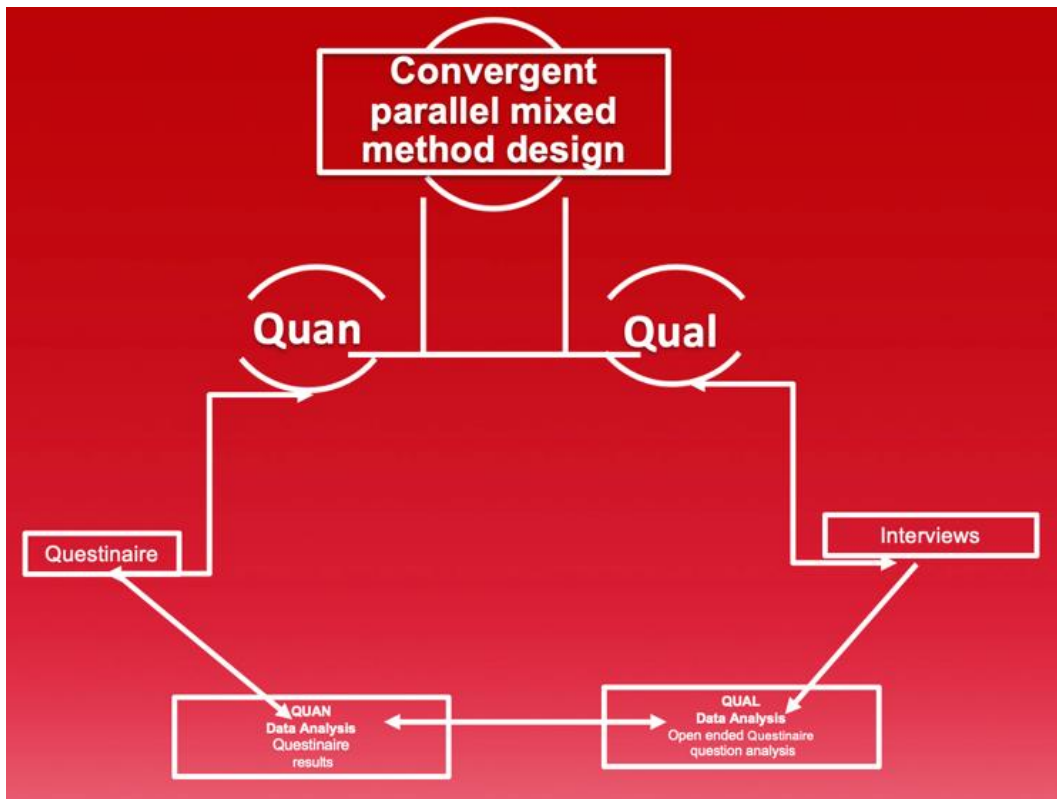


Figure 1

### Data Collection

To collect data, the researcher created two separate online surveys using the Qualtrics platform. The first survey contained closed-ended questions, including demographic information and questions related to Twitter usage, such as log-in frequency, number of followers, and posting frequency. Likert-scale questions were also included to measure students' attitudes and behaviors towards Twitter usage, including their enjoyment, appreciation, and perceived effectiveness for learning. The purpose of this survey was to gain insight into how students use Twitter, the benefits and limitations they perceive, and how it impacts their education.

The second survey included open-ended questions aimed at capturing the experiences of media teachers in Dubai who had used Twitter in their classes. This survey collected data on topics such as how Twitter was used to engage students in virtual learning, changes in communication methods between teachers and students, benefits to student performance, difficulties in using Twitter for communication and information delivery, and suggestions for better use of social media in the classroom.

### Ethical considerations

The ethical considerations were considered during the data collection process. An anonymous questionnaire was used to protect the privacy of the participants and ensure confidentiality. The purpose of the study was explained, and participants were informed of their rights to decline participation or withdraw from the study at any time. The data collected was used solely for research purposes and was kept confidential. All staff members and students involved in the survey were informed of these ethical considerations via email.

## Discussion

### Social media as an effective educational tool in the learning processes in the media classroom in the United Arab Emirates.

The study findings revealed that using Twitter as an educational tool can be beneficial for educators in the classroom, as it allows them to share projects and assignments weekly. One of the educators who participated in the study reported that "Using social media platforms such as Twitter will help the students be a part of the community and share their ideas. Additionally, 40% of the students agreed that Twitter is an excellent tool to record what they learn ( table 5). This finding is consistent with Kassens-Noor's study, which found that Twitter can enhance active and informal learning in higher education (2012). In the same context, 80% of the Fox and Varadarajan study participants reported that Twitter helped them to interact more effectively in the class and gave them the space to share ideas and information. The students also reported that incorporating Twitter helped them reflect on and develop their skills, with 36.84% of students stating that they used Twitter to share their learning and suggestions ( table 2) . Another finding revealed that most participants used Twitter to communicate with experts in the same industry (35.29% of the total) and following academic posts (32.35% of the total) ( table 1). This finding is similar to Junco et al.'s study, which found that using Twitter as an educational tool can increase student engagement (2012). Additionally, Malik et al.'s research revealed that due to the emergence of Twitter, students developed a better connection with experts, which led to a more creative classroom environment (2018).

Table 1: Purpose of using Twitter

Following celebrities	11.76%
Connecting with friends	20.59%
Connecting with people of interest to them for their profession	35.29%
Just following the academic posts	32.35%

Table 2: How students used Twitter for professional purposes during the student learning semester.

I tweeted my learning reflections & suggestions.	36.84%
I tweeted the learning concerns I had.	5.26%
I have tweeted posts and/or tools connections that I have discovered.	5.26%
Retweet tweets I enjoyed.	5.26%



I read all tweets in all subjects by those I follow.	10.53%
I read tweets that contained for me a particular hashtag.	15.79%
I have been in Twitter discussions.	5.26%
I have read tweeted articles/blogs.	10.53%
I have used tools that some have tweeted about.	0.00%
I have been following emerging learners and groups.	5.26%

In summary, this study provides evidence that incorporating Twitter as an educational tool can be beneficial for both educators and students. The findings are consistent with previous research, which suggests that using Twitter in the classroom can enhance active and informal learning, increase student engagement, and facilitate communication with experts in the same industry. These findings provide valuable insights for educators looking to integrate social media platforms such as Twitter into their teaching practices.

***How do the Media students perceive Twitter as an instructive tool?***

The present study found that the majority of study participants showed a considerable ability to use social media platforms in general, and Twitter, in particular, with an average score of 62.4. This finding may be attributed to the age of the participants, where 80% of them were between 18 and 21 years old, and their familiarity with digital media as part of their course subjects ( Figure1). Additionally, 30% of the students had been using Twitter for less than six months, which could have affected their experience with the application's facilities and features, but not the number of times they tweeted or retweeted per week (table 3) . Using Twitter allowed students in the Media and communication program to communicate positively, as indicated by 85% of the participants.

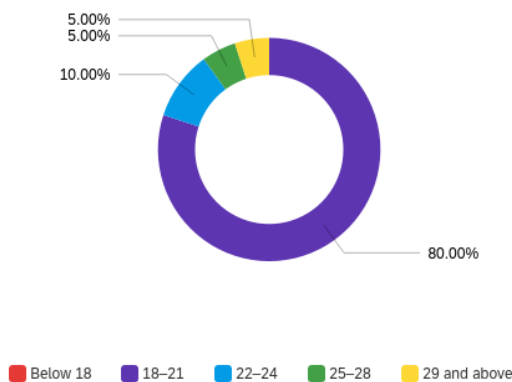


Figure 2 participants age.

Table 3: How long participants used Twitter before joining the university

Less than one year	15.00%
Less than six months	30.00%
Less than two years	20.00%
Less than three years	10.00%
More than three years	25.00%

Table 4: 3 Area of Study

Digital and social media	32.00%
Visual communication and design	32.00%
Marketing communication and advertising	24.00%
Global Screen Media	12.00%

However, the study revealed that both teachers and students experienced obstacles and challenges in using Twitter to control the reliability of students' tweets. Specifically, 80% of students reported that using Twitter may reduce the boundaries between teachers and students, while teachers expressed concerns about the reliability of students' tweets. Furthermore, students using Twitter for social activities may cause distractions from the primary usage of the application for teaching. These concerns are consistent with previous research, such as Kaplan and Haenlein's (2010) challenges and opportunities of social media, Manca and Ranieri's (2016) critical review of Facebook as a suitable technology-enhanced learning environment, and Dunlap and Lowenthal's (2009) study on enhancing social presence using Twitter. Additionally, Lowe and Laffey (2011) and Fox and Varadarajan's (2011) research demonstrated the potential of Twitter for enhancing student learning and pedagogical change within an emerging community of practice.

Table 5: the effectiveness of using Twitter in the classroom

	Strongly Agree	Agree	Somewhat Agree	Neither Agree or disagree	Somewhat Disagree	Disagree	Strongly Disagree
Twitter is a good way to keep a record of what I learn	25%	40%	20%	0%	0%	10%	5%
Twitter is a good way to get information	26.32%	36.84%	21.05%	5.26%	10.53%	0%	0%
I enjoy using Twitter	42.11%	42.11%	10.53%	0%	0%	10%	0%
I use Twitter for social activities	30%	50%	10%	0%	0%	10%	0%
I use Twitter to make personal connection	22.22%	22.22%	16.67%	33.33%	0%	5.56%	0%
Using Twitter enabled me to communicate with	20%	55%	10%	10%	5%	0%	0%

my tutor outside the classroom							
Using Twitter reduce the boundaries between students and tutors	40%	40%	20%	0%	0%	0%	0%
Using Twitter makes my instructor more approachable	42.11%	42.11%	15.7%	0%	0%	0%	0%
Using Twitter has enabled me to make better use of my time	26.32%	21.05%	15.79%	21.05%	10.53%	5.26%	0%
Being able to read other students posts was a positive aspect	55%	30%	15%	0%	0%	0%	0%
I would like to see more use of Twitter for teaching in my module	36.84%	47.37%	10.53%	5.26%	0%	0%	0%
Using twitter means that it is not necessary to attend lectures	20%	15%	0%	5%	5%	15%	40%
Twitter can be more effective tool for teaching	26.32%	26.32%	5.26%	21.05%	0%	10.53%	10.53%

Moreover, the present study found that the participants used Twitter's facilities, such as videos, images, and graphs, to deliver their ideas. This finding is consistent with the Prestridge study, which highlighted the use of multimedia in Twitter for producing ideas (Bogdanovych & Bilous, 2019). However, the study showed that educators were concerned that students might choose the wrong type of multimedia to deliver their ideas.

In summary, the study's findings indicate that students in the Media and communication program have a considerable ability to use social media platforms, including Twitter, but using Twitter in the classroom presents challenges and opportunities. Future research should explore effective ways to overcome the challenges and capitalize on the opportunities of using Twitter in education.

### ***The challenges of using Twitter in the classroom***

According to the results of the research open-ended questionnaire, it was revealed that several challenges are associated with the use of Twitter in the classroom. One of the primary concerns was a liability for students' tweets, which could make educators hesitant to incorporate the platform into their teaching. This issue underscores the importance of establishing clear guidelines and protocols for using social media in educational settings. This result is consistent with previous research findings, which found that the lack of control over the content that students may share or discuss on Twitter can lead to inappropriate or off-topic discussions (Fox & Varadarajan, 2011; Kaplan & Haenlein, 2010; Manca & Ranieri, 2016; Carpenter & Krutka, 2014).

Another challenge identified by educators was ensuring that students post academic and reliable content on Twitter. This issue highlights the need for explicit instructions on the appropriate use of Twitter in the classroom, including guidelines on the type of content that is acceptable for posting. Difficulty in keeping up with the volume of tweets and information overload was also noted (Fox & Varadarajan, 2011; Lowe & Laffey, 2011; Bogdanovych & Bilous, 2019; Scherer & Teo, 2014).

In addition to these challenges, educators also reported difficulties in selecting appropriate topics for students to tweet about and deciding what kind of multimedia could be used to deliver their ideas. This finding supports previous research (Fox & Varadarajan, 2011; Bogdanovych & Bilous, 2019; Manca & Ranieri, 2016) which found that limited integration with other course materials and activities can hinder the ability to provide a coherent and comprehensive learning experience. Limited message length, which can make it difficult to express complex ideas and can lead to misinterpretation of tweets, was also noted (Fox & Varadarajan, 2011; Bogdanovych & Bilous, 2019; Scherer & Teo, 2014).

Finally, some educators expressed concern that students did not see the importance of using Twitter to enhance their learning in their subject, which could make it challenging to encourage their use of the platform. This result supports the finding of previous research (Lowe & Laffey, 2011; Bogdanovych & Bilous, 2019; Scherer & Teo, 2014) which indicated the need for students to have access to a computer or mobile device and internet connectivity, which can create barriers for some students.

Overall, the results of the questionnaire suggest that while there is potential for Twitter to be used as an effective educational tool, there are also several challenges that need to be addressed to ensure its effective use in the classroom. By understanding these challenges and developing strategies to address them, educators can harness the potential of Twitter to enhance student learning and engagement (Fox & Varadarajan, 2011; Kaplan & Haenlein, 2010; Manca & Ranieri, 2016; Carpenter & Krutka, 2014; Lowe & Laffey, 2011; Bogdanovych & Bilous, 2019; Scherer & Teo, 2014).

### ***Did the usage of Twitter boost interactions between students and teachers during distance learning?***

The study's results showed that Twitter usage had a positive impact on the participants' contact with their instructors, as well as their ability to share their ideas and use their time efficiently (Yakin & Tin, 2019). Specifically, 55% of the participants reported that using Twitter allowed them to contact their instructor outside of class time, which could facilitate discussions and increase the accessibility of instructors. Additionally, 45% of the participants strongly agreed that Twitter helped them to share their ideas immediately, leading to better time management ( table 5)

These findings are consistent with Dunlap and Lowenthal's research, which showed that Twitter can facilitate discussions between students and their instructors in an online environment (2009). The study conducted by Yakin and Tin also showed that students' theories about how to use Twitter changed as they used the platform throughout their undergraduate and graduate studies (2019). This suggests that Media students may develop a better understanding of how to use Twitter to enhance their educational experience by using it consistently over time.

Interestingly, the study found that participants used the mobile and Twitter application more frequently than the laptop and browser. This may be because teachers were able to provide more guidance on how to use the app during virtual classes, leading to increased reliability when tweeting about subject-related materials. However, Andrade et al.'s study showed that Twitter usage on

students' laptops made it easier for teachers to communicate information and support conversations on Twitter (2018).

Overall, the results of the study suggest that Twitter has the potential to enhance contact between students and instructors, facilitate discussions, and improve time management skills. However, it is essential for instructors to provide clear guidance on the best way to use the platform and to encourage consistent usage throughout students' educational journeys. (Yakin & Tin, 2019)

### ***Limitation & recommendation***

The research results show that Twitter can motivate students to continue their education by allowing students to interact with teachers and benefit from their colleagues' tweets. The findings of other studies that applied Twitter use in the classroom supported this finding by revealing that using the platform creates a virtual classroom environment that can expand the subject goal to share various ideas from students and experts in the same field and extend learning outside the classroom walls. However, it may also be helpful to use Twitter to evaluate more than one class (perhaps by involving graduate and undergraduate students and then comparing Twitter usage between the two groups).

Although this study confirms that using Twitter in the classroom will benefit undergraduate professors in terms of using Twitter as a two-way communication method and interact with the students more effectively, more research is needed to develop more successful techniques for using Twitter as a pedagogical resource to improve students' rhetorical knowledge on social networking sites. When students spend more time online and navigate social media spaces, they must learn how to navigate specific communities and Tweet reliable ideas and information. Instructors who choose to integrate Twitter into their courses should be mindful of possible drawbacks (such as students who are uncomfortable or unable to post on social networking sites). Perhaps if teachers can provide several choices for students when using Twitter, such as building profiles specifically for the class and allowing Twitter use as part of assignments, teachers can avoid some of the constraints indicated in previous studies (Junco et al., Fox and Varadarajan, Rinaldo et al.). When these factors are considered, professors will have adequate opportunities to use Twitter in their subjects.

This research contributes to the growing body of data that demonstrates how important it is to use social media platforms like Twitter in the classroom to improve interaction and learning. Since students find the opportunity to share their opinions and reflect on their learning through the use of these social media platforms, which facilitate expanded communications, exchanges, and dialogue, Twitter has the potential to transform student perceptions in virtual learning. As a social media medium, Twitter can bind students outside of the conventional classroom environment. Integrating this social media platform into classroom teaching can build an online network of learners that can learn from one another. Twitter can affect social progress by encouraging students to build connections while learning course material, encouraging one another through the learning process, and expressing their insights, feelings, and viewpoints through conversations. Relationships established on Twitter often improve face-to-face experiences in the classroom, making learning more effective and valuable. Students also learn how to build and manage their learning network on Twitter, leading to connections with experts from diverse subject areas to deepen their learning. Teachers can also link their classroom to another classroom on Twitter, forming an online global group of learners who help one another as they study course material.

## **Conclusion**

In conclusion, the use of Twitter in the media classroom in the United Arab Emirates has been shown to enhance the communication and learning process of undergraduate students. The study revealed that consistent integration of Twitter as an interactive tool for sharing assignments effectively can enhance the learning process and communication, despite the platform's limited number of characters. However, the study also revealed some challenges in ensuring the quality of content on Twitter. The findings of this study contribute to the growing body of knowledge on the use of social media platforms in formal and informal learning environments. Further research is needed to develop successful techniques for using Twitter as a pedagogical resource to improve students' demonstrative knowledge of social networking sites. The use of Twitter in the classroom can facilitate innovation and provide a platform for students to develop a network of learners and experts from diverse subject areas, leading to deeper learning and a more valuable learning experience.

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