Considering the Advantages and Disadvantages of Utilizing Social Media to Enhance Learning and Engagement in K-12 Education

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ABSTRACT
This paper intends to explore the various ways in which social media can be used to enhance learning and engagement, as well as the potential challenges and risks that may arise. The study focuses on face-to-face formal K-12 education which is a system that generally covers 12 grades including primary and secondary schools. The manuscript provides a comprehensive theoretical literature review of the existing research on the topic, highlighting the main findings and discussing the implications. Social media platforms such as Facebook, YouTube, and Twitter have turned into an increasingly prevalent and influential aspect of modern society, and they have also begun to infiltrate the realm of education. However, during this study it has been noticed that there are few studies examining the effects of social media in K-12 education. Namely, some research has been conducted on higher or online education. Accordingly, while there are certainly benefits to applying social media in education, such as the ability to connect with a global network of learners and access to a vast array of information and resources, there are also challenges that must be considered. Thus, the results of this study provide clarification on previous research and lay the foundation for future examinations of the potential advantages and disadvantages of using social media in K-12 education.

KEYWORDS
Learning and engagement; K-12; social media; traditional education

INTRODUCTION

Education is considered as the method of adapting facts, techniques, attitudes, ideas, and habits through a variety of activities, including formal and informal instruction, training, and research. Its aim is to develop individuals' intellectual, emotional, and social abilities and prepare them for a productive and fulfilling life (Bartlett and Clemens, 2017). Learning, on the other hand, refers to the action of acquiring new information or skills through study, experience, or instruction. Thus, learning is "a continuous and lifelong process" (Yerliyurt and Ersoy, 2021, p.4106) that takes place in various settings and through different modes of acquisition. Teaching, meanwhile, is the act of facilitating learning through intentional and deliberate instruction and guidance (Hirst, 1971). It involves creating a learning environment that fosters critical thinking, creativity, and independence, and aids people in gaining the expertise and abilities necessary for success. According to Maddux (2004) the method of teaching, rather than the specific delivery platform, is the most important component in figuring out the effectiveness of content delivery. In this regard, effective teaching requires a deep understanding of the subject matter, a clear understanding of the learning process, and the capacity to positively interact with and motivate students.

Teaching and learning are essential elements in traditional education which is the conventional and historical system of education that has been prevalent for many decades. Traditional education is characterized by face-to-face formal classroom-based instruction, lecture-style teaching, and a focus on rote learning and memorization. In traditional education, the teacher is the authority of information and the students are passive receivers of knowledge (Doyle, 2001). There is a strong emphasis on conformity and standardized testing and the curriculum is typically rigid and set by each country. Traditional education also often relies on textbooks and other printed materials as the primary means of instruction, with limited use of technology or other instructional methods. While traditional education has its roots in the past, many schools and institutions still use this approach today even though online or remote education are also used as alternatives.

Generally, traditional education is provided and administered by an organized and structured system which includes the institutions, policies, curricula, teaching methods, and resources that support and guide the learning process. Therefore, the education system is responsible for defining and setting standards for the knowledge and skills that students should acquire as well as for assessing their progress and achievements. Even though education systems are "constantly reforming themselves" (Scott et al., 2015, p.5), they typically consist of several levels such as early childhood education, primary education, secondary education, and higher education. It may also involve different types of institutions, such as public schools, private schools, colleges, and universities.

The education system is an essential component of a society's infrastructure and it plays a crucial role in shaping its future by developing the skills and knowledge of its citizens. Actually, education systems vary widely across countries and regions and are influenced by factors such

as cultural, economic, political, and historical contexts. One of the education system types is K-12 that covers Kindergarten through the 12th grade, or approximately 5-18 years of age. Thus, in the K-12 system, students typically attend school for 12 or 13 years, and during this time they receive a comprehensive education that aims to develop their intellectual, emotional, and social abilities and prepare them for further education or the workforce.

For Ziskovsky and Ziskovsky (2019) K-12 education can be seen as a sequence of 13 stages, with each representing a year of education that builds on the knowledge and skills acquired in the previous stages. K-12 education is conducted in many countries, including but not limited to the USA, Canada, Finland, Singapore, Australia, the UK, India, Germany, China, and Turkey. There is no global standard for K-12 education among countries, as each country has its own education system and curriculum. Most of these countries have mandatory K-12 education for children of a specific age range. These may vary in having a lower or higher starting age limit from country to country. Besides, most of the schools are state-funded, and the length of school days and holidays may vary in each country.

Usually, K-12 is divided into three levels; Primary school (Kindergarten to 5th grade), Middle school (6th to 8th grade), and High school (9th to 12th grade). Common lessons taught in K-12 education typically include subjects such as Reading, Writing, Foreign Languages, Language Arts, Science, Arts, Social Studies, Mathematics, Physical Education, and Health. These subjects are often considered fundamental for developing problem-solving, communication skills, critical thinking, and for providing a well-rounded education. K-12 education also aims to develop students' emotional, physical, and social well-being, and to prepare them for responsible citizenship. However, the specific content and emphasis may vary from country to country.

The world has undergone numerous social, economic, and technological transformations in the latter part of the 20th century and early 21st century (Garvis, 2015). Students regularly encounter new technologies and have access to a variety of online platforms both in school and outside of it, but parents may not be as familiar with this technology and may not be able to offer guidance or protect their children from potential negative effects of their online activities (Bennett & Lin, 2017). While technology has expanded the variety of teaching materials available, traditional materials such as books, workbooks, and overhead projectors are still commonly used in many schools and educational settings. On the other hand, the usage of social media in K-12 education has grown in recent years, with many schools and teachers incorporating it into their curriculum and experiencing several degrees of success (Woodward & Kimmons, 2018, p.7). Nevertheless, whether or not to use social media as a supporting teaching material in K-12 education is still a crucial question. In addition, the social, emotional, and physical health of students should be a priority in schools (Plevyak, 2022).

Objective of the study

The objective of this study is to consider the advantages and disadvantages of using social media in face-to-face formal schools as a tool to improve learning and engagement in K-12 education. This theoretical study will provide a comprehensive overview of the existing state of research on the use of social media in K-12 education, and offer a nuanced understanding of its potential benefits and drawbacks in the context of improving learning and engagement. The results of this study may contribute to a growing body of literature on this topic, and provide valuable insights for educational practitioners, researchers, and policymakers.

Research Questions

- What are the advantages and disadvantages of incorporating social media into K-12 education in public schools to enhance learning and student engagement?
- Which social media type is beneficial for K-12 education?

THEORETICAL FRAMEWORK AND METHOD

The purpose of this research is to investigate the potential benefits and drawbacks of utilizing social media as a means of enhancing the educational experience for K-12 students. This study aims to conduct a thorough analysis of existing literature on the subject, highlighting key findings and implications for educators and policymakers. Additionally, the research will provide an overview of the various social media tools and platforms currently being utilized in K-12 education, and identify the key factors that contribute to their success or failure. The methodology employed in this study is a comprehensive literature review, also known as secondary research. This approach involves the collection and analysis of existing data and information from a variety of sources such as books, journals, online databases, and previous studies and reports. The study does not involve conducting primary research through surveys, interviews, or experiments. The findings of this research will contribute to the growing body of knowledge on the use of social media in K-12 education. By identifying the benefits and drawbacks of social media in the classroom, educators and policymakers can make informed decisions about how to best integrate these tools into the curriculum. The results of this study will also shed light on the most effective types of social media platforms and tools for enhancing learning and engagement among K-12 students. In a literature review, researchers collect and analyze data from existing literature, rather than collecting new data through primary research methods. This involves identifying relevant sources of information, such as books, journal articles, online databases, and reports, and conducting a systematic search to gather the necessary data.

To begin the process, researchers should have developed specific search parameters and keywords to guide their search for relevant literature. These parameters may include specific topics, date ranges, or types of sources, depending on the research question and goals of the study. Once the relevant literature is identified, researchers may use a coding system to analyze and categorize the information they have gathered. This involves reading through the literature

and identifying key themes, concepts, or ideas that are relevant to the research question. These themes may then be organized into categories or codes, which can help researchers to identify patterns or trends in the data. Overall, the goal of a literature review is to provide a comprehensive overview of the existing literature on a particular topic, and to identify key findings and themes that can inform future research and practice. For literature reviews, researchers often use multiple databases to search for relevant articles and studies. The selection of databases may depend on the research question and the discipline of the study. The choice of databases to use in a research project may vary depending on the specific research question and the discipline under investigation. For those involved in education-related research, some commonly used databases include ERIC (Education Resources Information Center), PsycINFO (Psychological Abstracts), Education Full Text, Academic Search Complete, JSTOR, Scopus, and Web of Science. These databases offer access to a wealth of information and can be invaluable tools for researchers seeking to uncover insights and support their findings.

ERIC (Education Resources Information Center) is a popular database for education-related research that provides access to journal articles, reports, and other resources related to all aspects of education. PsycINFO (Psychological Abstracts) is another widely used database that focuses on psychology and related disciplines, including education. Education Full Text offers access to articles from education-related journals, while Academic Search Complete is a general database that covers a wide range of disciplines, including education.

JSTOR is a digital library that offers access to academic journals, books, and primary sources in various disciplines, including education. Scopus is a comprehensive database that covers many fields of research, including education, and provides access to scientific literature and research data. Finally, Web of Science is a platform that provides access to scholarly literature in many disciplines, including education, and offers tools for tracking research trends and identifying key authors and publications.

Overall, choosing the most appropriate databases for a research project is an important consideration for researchers. By selecting databases that are relevant to their research question and discipline, researchers can access a wide range of resources and increase their chances of finding relevant and valuable information to support their work.

These databases cover a wide range of academic fields, including education, psychology, sociology, and other social sciences, and they provide access to peer-reviewed articles, dissertations, conference proceedings, and other scholarly resources. In addition to these databases, researchers may also use search engines like Google Scholar to locate additional sources of information. However, it's important to note that while search engines can be a helpful tool for finding relevant literature, they may not provide access to all of the same resources as academic databases, and the quality of sources may vary. Overall, the selection of databases for a literature review will depend on the research question, the scope of the study, and the resources available to the researcher. It's often recommended to use multiple

databases and search engines to ensure a comprehensive search for relevant literature. In conclusion, this study will provide a comprehensive analysis of the existing research on the use of social media in K-12 education.

Through a literature review of relevant studies and articles, the research aims to highlight the potential benefits and drawbacks of social media in the classroom, as well as to identify the most effective platforms and tools for enhancing the educational experience for K-12 students. The purpose of literature review research is to maintain a broad understanding of a topic, identify trends, and generate new insights and ideas by using "available data" (Badaru & Adu, 2022, p.73). This study was performed by searching academic databases such as EBSCO, Francis & Taylor, Google Scholar, and Wiley, but very limited information was found on the topic. When conducting a literature review, researchers typically start by defining their research question or topic of interest. They then identify relevant keywords such as social media, classroom, benefits, drawbacks, K-12 students, educational experience, literature review, academic databases, EBSCO, Francis & Taylor, Google Scholar, Wiley, research questions, keywords and search terms and search terms that are likely to appear in articles and studies related to their topic. These terms may be combined in various ways using Boolean operators (such as "AND," "OR," and "NOT") to refine the search and identify the most relevant sources. Researchers typically use academic databases, such as the ones you mentioned (EBSCO, Francis & Taylor, Google Scholar, and Wiley), to conduct their searches. They may also search other sources, such as reference lists of relevant articles, conference proceedings, or dissertations.

After identifying potential sources, the researchers typically screen the articles and studies based on predefined inclusion and exclusion criteria to determine whether they meet the criteria for inclusion in the literature review. Once a set of relevant articles has been identified, the researchers then extract data from these articles, such as study design, sample size, key findings, and limitations. Overall, the data collection process for a literature review involves a systematic and comprehensive search for relevant sources, followed by a careful screening and extraction process to identify the most relevant and high-quality sources for inclusion in the review.

The reasons for the limited number of studies could be due to:

- Lack of funding and resources: Empirical studies require funding and resources to design, execute, and analyze the results. There may not be sufficient funding or resources available for studies specifically focused on social media usage in K-12 education.

- Relatively new topic: Social media has only become widely adopted in recent years, and it is still a relatively new phenomenon in the field of education. It may take time for a significant body of research to emerge.

- Ethical considerations: Conducting research involving minors (i.e. K-12 students) raises ethical concerns, particularly when it comes to privacy and data protection. This may make it more challenging to carry out empirical studies on social media usage in K-12 education.

- The nature of social media: The constantly changing features of social media make it difficult to study. Platforms and trends come and go quickly, making it challenging to design and execute a study that will have lasting relevance.

REVIEW OF LITERATURE: ON SOCIAL MEDIA

Information and technologies have had a significant impact on every aspect of society over the past several decades, including education, and when used appropriately, they can enhance teaching and learning in formal school settings (Liu et al., 2016). Nevertheless, when teachers receive training on using technology, their focus is split between learning how the software works and incorporating it into their lesson plans (Baker, 2005). Indeed, the advent of the internet has created various forms of communication, and education is one area where the internet is being utilized in order to enhance the process of teaching and learning (Stenbom et al., 2017). Moreover, the rapid development of technology has transformed the way in which K-12 education is delivered, producing new and innovative opportunities for teachers and students to engage with the material and expand their knowledge and understanding in the 21st century. Thus, the integration of smartboards, computers, tablets, and laptops into K-12 education has had a significant impact on the way students learn and teachers teach.

Social media is a result of the rapid technological development in the field of information and communication. In contrast to traditional printed media like textbooks, social media allows people to post comments or information (Wanner et al., 2019). Namely, social media platforms are online and typically built on user-generated content to create, share, and comment on (Constantinides, 2014). The widespread adoption of the internet, combined with advancements in mobile technology, has established an environment for social media to become common. In the contemporary world, social media is used for a wide variety of purposes including connecting with friends and family, sharing news, videos and information, promoting businesses and products, and building communities around common interests and causes. The first social media platform Six Degrees emerged in the late 1990s, but the launch of Facebook, YouTube, Instagram, LinkedIn, and Twitter in the first decades of the 21st century truly catalyzed the growth of it. All of these social media platforms made it easier for individuals to connect and share real-time information with one another, and as a result, it has become an integral and pervasive part of many people's lives (Alsuraihi et al., 2016; Ludington, 2022).

However, there are also negative aspects or speculations about using social media. For instance, Osatuyi (2015) conducted a study because of the growing interest from both academic and organizational communities in privacy concerns related to social media applications. Using a sample of 270 active social media users, Osatuyi found that there exists a privacy concern among people due to increasingly sharing personal information online. With this information being accessible to a wide range of people, there are worries over the security and protection of personal data. Besides, Brunskill's (2015) study emphasizes the widespread impact of social media on shaping one's identity and youthful aspirations and highlights the various negative

psychological changes that can result. In this regard, social media has been shown to have a negative impact on psychological well-being, indicating that it can lead to depression, anxiety, low self-esteem, and body image issues. The intersection of these psychological and privacy concerns highlights the need for a more nuanced understanding of the effects of social media on individuals and society as a whole.

One major criticism of social media mentioned by Bentz et al. (2021) is the proliferation of misinformation on these platforms. Thus, with the ease of access and widespread dissemination of information, false or misleading news can spread quickly, causing confusion and harm. Additionally, Bentz et al. (2021) note that access to social media often requires a device and internet connection, which can present a barrier for people who cannot afford these technologies. This digital divide exacerbates existing inequalities, as those who are less wealthy are less likely to have access to the information and opportunities available through social media (Norris, P. (2001).

Cyberbullying is another growing problem in the era of social media (Abaido, 2020, Özel et al., 2017). It refers to the use of digital technologies, such as the internet and mobile phones, to harass, humiliate, and threaten others (Akrim and Sulasmi, 2020). Cyberbullying can have severe consequences, including depression, anxiety, and in some cases, suicide. Social media platforms, with their broad reach and anonymity, have become a prime venue for cyberbullying. This type of bullying is particularly harmful because it can be persistent and reach a large audience, and victims may feel that there is no escape from their tormentors. The prevalence of cyberbullying highlights the need for increased awareness and education about the responsible use of digital technologies, as well as the development of effective strategies to prevent and respond to cyberbullying.

Drahošová and Balco (2017) conducted a survey among 275 respondents from the European Union to examine the effects of social media. The results of the survey revealed several negative aspects associated with social media usage, including internet addiction, lack of security, information overload, loss of social contacts, and increased time spent. These findings highlight the need for further research to understand the full extent of the impact of social media on individuals and society, as well as the development of strategies to mitigate these negative effects.

Consequently, social media has had a profound impact on our lives by facilitating the exchange of information and communication, as well as connecting people with friends and relatives from around the world. However, social media also has its fair share of disadvantages including cyberbullying, lack of security, internet addiction, information overload, loss of social contacts, increased time spent, privacy concerns, misinformation, and psychological impacts. Additionally, social media has also highlighted inequalities for people from lower socio-economic backgrounds. Given the complex nature of social media, it is important to strike a balance between its benefits and drawbacks to ensure that it is used in a responsible and

sustainable manner. Further research is needed to fully understand the implications of social media on society and individuals, and to develop strategies to address its negative effects.

STUDIES ON SOCIAL MEDIA IN K-12 EDUCATION

The literature review found a limited body of research on the topic of using social media to improve learning and engagement in face-to-face formal K-12 education. Also, Greenhow and Askari (2017) have already conducted a review of the existing literature and identified a scarcity of studies examining learners' attitudes and practices within formal learning schools related to K-12 education. However, most of the studies related to social media are about online or higher education discussing the pros and cons of the subject matter. Manca and Ranieri (2016) noted that Facebook was the most widely utilized social network site in their studies. Specifically, educators and instructors in higher education have shown a continued interest in exploring the potential of Facebook for learning and instructional purposes.

As Van Dijck and Poell (2018) remark, the debates surrounding the benefits and drawbacks of using social media in the classroom have become increasingly intense as these platforms have grown in popularity since 2004. Studies have shown that social media could be a powerful tool for increasing student engagement and motivation, as well as for promoting collaboration and communication among students. For instance, Zakarian's (2013) master's thesis investigates the utilization of social media in K-12 classrooms by educators. The results of the study highlight the prevalence of YouTube in curricula, as compared to Facebook and Twitter. Additionally, the study noticed that secondary grade levels (9-12) were willing to incorporate social media technologies in their teaching practices and that such usage was positively correlated with student engagement. Furthermore, the findings indicate that educators acknowledge the educational benefits of incorporating social media technologies in their teaching methods.

Without specifying K-12 or higher schools, Faizi et al. (2013) believe that social media platforms like Facebook, MySpace, and Twitter can greatly benefit education by providing a means of communication between students and teachers. In this framework, these platforms can be used for a variety of purposes such as answering student questions, posting homework and lesson plans, facilitating in-class discussions, sending messages and updates, scheduling events, and informing students about upcoming lectures, discussions, or guest speakers. By using social media, teachers can also gain a better understanding of any learning difficulties that students may be facing, allowing them to quickly resolve any issues. Based on these benefits, Faizi et al. (2013) recommend that social media should be incorporated into the classroom as a valuable tool for enhancing education.

A study delivered by Celik et al. (2022) has explored the use of social media in K-12 education during the COVID-19 pandemic, and proposed that social media could be effective during online teaching. They discovered that both authorities and the general public utilized Twitter to disseminate information, offer suggestions for online distance education, express

gratitude and encouragement to stakeholders, and share information about such activities. The study found that engagement on social media was positively linked with providing technical support or sharing expertise for online distance learning.

Vollum's (2014) study revealed that social media can improve social interaction in the K-12 education system. By evaluating the literature on social interaction in education, social media, and social interaction, as well as the use of social media in health and physical education programs, the study sought to propose a research agenda for employing social media in K–12 physical and health education. The research concluded that social media can have a positive impact on social interaction and education. It also discloses how current health and wellness programs are already utilizing social media outside of the K-12 system.

According to Irving (2016), the use of social media in K-12 education presents an opportunity for teachers to create interactive and engaging assignments that can aid in formative assessment practices. Irving suggests that these platforms provide teachers with a tool to assess student understanding and progress in a dynamic and engaging manner. This notion is supported by the fact that social media platforms offer various multimedia options such as videos, images, and interactive quizzes, which can add an element of excitement to the learning process. Additionally, social media platforms can assure real-time feedback, allowing teachers to adjust their instruction and assessment strategies based on student performance. Thus, Irving believes that social media platforms offer a significant advantage in K-12 education by facilitating formative assessment practices and making them more engaging for students.

Krutka and Carpenter (2016) argue that social media can be utilized in every subject in K-12 education and that it is the responsibility of educators to help students understand its positive and negative impacts on their personal, social, and civic lives. These authors suggest that while not all teachers need to employ social media in their instruction, they should educate students on how to use these platforms critically, wisely, and creatively. Krutka and Carpenter believe that educators should take the current access of social media by K-12 students seriously and encourage them to utilize these platforms in a responsible and informed manner. The authors' position highlights the importance of incorporating social media in K-12 education to ensure that students are equipped with the skills and knowledge to navigate these platforms effectively. Accordingly, Krutka and Carpenter (2016) suggest that social media has the potential to be an advantage in K-12 education, provided that students are taught to apply it critically and responsibly, under the guidance of knowledgeable educators.

However, there are also studies that have found negative effects associated with the use of social media in K-12 education. For example, a study by Jones (2018) found that the use of social media in a high school classroom led to an increase in the number of students who reported experiencing cyberbullying. Additionally, there are concerns about the amount of time that students spend on social media, and the potential impact this may have on their mental health. On the other hand, Mawhinney's (2013) findings indicate that school leaders recognize the necessity to embrace modern communication methods, but are worried about the potential

difficulties that may arise. In the study, the drawbacks are perceived as outweighing the advantages in terms of enhancing student involvement in K-12 education.

Ahn et al. (2011) conducted a study in the United States and found that the use of social media in K-12 public primary and secondary schools poses numerous challenges and limitations. The researcher's findings highlight that, despite the widespread adoption of social media in daily life, access to these platforms remains a contentious issue in educational settings. This is because different stakeholders have differing views and concerns regarding the operation of social media in the classroom. For example, some schools have prohibited social media due to incidents of cyberbullying among classmates. This study highlights the complexity of implementing social media in K-12 education and underscores the need for schools to carefully consider the challenges and limitations before adopting these platforms. While social media has the potential to enhance student engagement and learning, the findings of Ahn et al. (2011) suggest that its handling in K-12 education presents significant disadvantages and limitations that need to be addressed.

Woodward and Kimmons (2018, p.1) present an argument regarding the impact of social media on education. The authors do not differentiate between K-12 or higher education and assert that the widespread utilization of social media has led learners into an informal learning environment, which presents a challenge for formal education. According to Woodward and Kimmons (2018), this shift towards informality undermines the structured and controlled environment that is critical for effective learning. As such, the authors view the increasing usage of social media as a potential disadvantage for education. While social media may have its benefits in facilitating informal learning and connecting students with each other, it is important to consider the potential negative impacts it may have on the quality and rigor of formal education.

Santelmann (2018) sheds light on the discourse surrounding the use of social networks in education, specifically in the context of Germany. The author reports on a round table discussion that was conducted in 2018, involving a group of experts and researchers in the field. The key finding from the discussion was that digital media, gadgets, and educational software should not entirely replace traditional methods of learning. Instead, these technologies should only be utilized as supplementary tools in the classroom. The participants of the round table emphasized the crucial role that teachers play in the learning process and that social media should only be employed for demonstration purposes. This viewpoint highlights the advantage of a balanced approach to incorporating technology in the classroom, where it complements and enhances traditional methods of learning, rather than replacing them entirely. The focus on the teacher's central role in the learning process also reinforces the importance of human interaction and connection in education.

Potential Advantages of Social Media In K-12 Learning And Engagement

Previous studies have demonstrated that Facebook, YouTube, and Twitter can have numerous advantages in K-12 education. These social media platforms offer unique opportunities for

students and teachers to engage in personalized learning, collaborate, and share information. For example, Facebook can be used to create closed groups for classes, where students and teachers can communicate and share assignments, while YouTube offers access to a vast collection of educational videos and tutorials. Twitter can be applied to quickly and easily share updates and information with students and teachers. However, it is important to consider the potential risks and ensure that privacy and security measures are in place to protect students' personal information. Despite these concerns, previous research suggests that these social media platforms have the effect to enhance K-12 education and learning outcomes. The potential advantages of these social media platforms for learning and engagement in K-12 stages may be as follows:

Facebook: Connection and communication social media platform

- Ability to create a closed group for a class or school where students and teachers can share information, assignments, and resources
- Easy communication and collaboration between students and teachers
- Access to a wide network of educational groups and resources
  YouTube: Video sharing social media platform
- Wide variety of educational videos, tutorials, and lessons on almost every subject
- Ability to create and share educational videos for students
- Access to subject matter experts and their content
  Twitter: Social media platform for real-time updates
- Quick and easy way to share short updates and information with students and teachers
- Ability to follow educational organizations, subject matter experts, and hashtags to stay up-to-date on the latest developments in a field
- Ability to participate in virtual professional development and networking opportunities

Potential Disadvantages of Social Media In K-12 Learning And Engagement

Despite the benefits of Facebook, YouTube, and Twitter, these platforms should be used with caution, and appropriate privacy and security measures in place to protect students' personal information. Teachers and administrators should also take steps to ensure that students understand the potential risks associated with social media application in a learning context. The potential disadvantages of these social media platforms for learning and engagement in K-12 stages may be as in the following:

Facebook:

- Privacy concerns around students' personal information
- Potential for cyberbullying and other harmful online behavior
- Distractions and decreased focus in the classroom
  YouTube:
- Difficulty in filtering and monitoring content for age-appropriateness and educational value
- Potential for distraction and decreased focus in the classroom

- Possibility of encountering inappropriate or offensive content

Twitter:

- Character limit may restrict the depth of information that can be shared
- Difficulty in filtering and monitoring content for age-appropriateness and educational value
- Potential for cyberbullying and other harmful online behavior

DISCUSSION AND CONCLUSION

This study highlights the need for a nuanced approach to the use of social media to improve learning and engagement in K-12 education. Social media has grown in popularity over the last few years and is now used by millions of people worldwide. Several platforms of social media also affect the way we communicate, spend our free time, and even conduct business. The usage of social media in K-12 education is a topic that should be evaluated carefully. And one of the known social media platforms is Edmodo. Edmodo is a social learning platform designed specifically for K-12 students, teachers, and parents. It provides a safe and secure online environment for classroom communication, collaboration, and resource sharing. Edmodo allows teachers to create virtual classrooms where they can post assignments, quizzes, and other learning resources, and students can complete and submit their work online. Teachers can also use Edmodo to facilitate online discussions, share announcements, and provide feedback to students. One of the key features of Edmodo is its focus on privacy and security. The platform allows teachers to create closed groups, so that only members of the class can access the content and communicate with one another. Students must be invited to join a class by their teacher and can only participate with the permission of their parents or guardians. Edmodo also includes a range of tools to support personalized learning, such as the ability to track student progress and provide targeted feedback. It also integrates with a variety of educational apps and tools, allowing teachers to easily add new resources to their classrooms and customize their students' learning experiences. Overall, Edmodo provides a safe and secure online platform for K-12 students and teachers to connect and collaborate, while also promoting personalized learning and educational innovation. Based on a theoretical literature review research, it is clear that social media platforms such as Facebook, YouTube, and Twitter have the potential to offer both advantages and disadvantages for learning and engagement in the traditional face-to-face classroom. One of the key advantages of using social media in education is the increased accessibility to information and resources. This can be particularly beneficial for students who may not have access to traditional learning materials or private tutors. Additionally, social media platforms can provide opportunities for collaboration and communication between students, which can foster a more dynamic and engaging learning environment.

However, there are also some disadvantages that must be considered, including the effects for distractions and procrastination, as well as the negative impact that excessive use of

social media can have on students' mental and emotional well-being. The potential for cyberbullying and online harassment is also a significant concern, and it is essential for educators to be aware of these risks and to take steps to mitigate them. It is important to be aware of these potential disadvantages and to take appropriate measures by implementing strict policies to protect student privacy, monitoring their activities and providing a safe environment in the K-12 classroom. Moreover, in the utilization of social media in the education system, some inequalities may arise due to social, cultural, and economic opportunities of students. In this regard, not all students may have access to the internet or mobile devices, which can limit participation during classes. These problems can be decisive in affecting academic achievement directly or indirectly.

Ultimately, the use of social media in K-12 education is a complex issue that requires careful consideration of both the advantages and disadvantages. While there is a need for more research in this area, it is clear that the teacher must remain the center of K-12 education. By using social media in a responsible and effective manner, it is possible to enhance the learning experience for students while also ensuring their safety and well-being. The limited research conducted on K-12 education and social media underscores the importance of further investigation in this area to better understand the potential impact of these platforms on students' learning and engagement. This highlights the need for further research to identify the key factors that contribute to the success or failure of using social media in education. Additionally, there is a need for research that looks at the potential long-term effects of social media use on learning and engagement in K-12 education.

Here are some of the most commonly discussed advantages and disadvantages of social media:

Advantages:

- Increased connectivity and communication: Social media enables individuals to connect and communicate with each other across geographic and cultural boundaries, fostering a sense of community and promoting socialization.
- Enhanced learning and education: Social media platforms can be used to share educational resources, connect learners with experts, and foster collaborative learning experiences.
- Increased access to information: Social media can serve as a platform for sharing news, current events, and other forms of information, providing individuals with a more diverse range of perspectives and opinions.
- Business and career opportunities: Social media can provide opportunities for networking, job searching, and professional development, enabling individuals to connect with potential employers, customers, or collaborators.

- Promotion of activism and social change: Social media can be used to raise awareness about social and political issues, mobilize support for causes, and facilitate social change movements.

Disadvantages:

- Addiction and time-wasting: Social media can be addictive, leading individuals to spend excessive amounts of time on these platforms at the expense of other activities or responsibilities.
- Cyberbullying and harassment: Social media can be used as a platform for bullying, harassment, and other forms of online abuse, which can have negative impacts on mental health and well-being.
- Privacy and security concerns: Social media platforms may collect and share personal information, leading to concerns about privacy and data security.
- Spread of misinformation and fake news: Social media can be used to spread false or misleading information, which can have harmful consequences for individuals, communities, and society as a whole.
- Negative impacts on mental health: Social media use has been linked to increased levels of anxiety, depression, and other mental health concerns, particularly among vulnerable populations such as children and teenagers.

It's worth noting that the advantages and disadvantages of social media are often interconnected, and the impact of social media use can vary depending on individual factors such as age, gender, and socioeconomic status.

In conclusion, the use of social media in education has the potential to greatly enhance learning and engagement, but it must be approached with caution and care. By carefully considering the benefits and challenges, and taking proactive steps to mitigate potential risks, K-12 public schools can harness the power of social media to create meaningful and engaging learning experiences for all students.

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