Social media for Teaching and Learning, Students perceptions in Riyadh Colleges
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Abstract: The aim of this study was to evaluate the dental students’ perceptions toward the use of social media (Twitter) in an orthodontic course and the impact of this technology for teaching and learning. An online questionnaire was developed to evaluate 4th year students’ knowledge, use, and perceptions of Twitter for teaching and learning in an orthodontic course at Riyadh Colleges of Dentistry and Pharmacy. 85 of the students completed the questionnaire. Of the respondents, 75% reported having used Twitter on a daily bases. 58% of them they didn’t think that they will like the use of twitter for teaching. After their experienced it, 82% they liked it. The students perceived the Twitter sessions as enjoyable and reported it improved their engagement in orthodontic class. The results of this study indicated that students agreed that the use of Twitter had enhanced the learning environment in the orthodontic course.

Keywords: Dental Education, Social media, Twitter, Orthodontics

INTRODUCTION
Social media known as the interactions among people, in which they create, share, discover and exchange information and ideas through networks [1]. Over the years it has become increasingly important for those of us working in higher education to explore the exciting opportunities new technologies bring to institutions, educators and students. Social networking sites are attracting a lot of attention and interest from academic institutions. They enhance knowledge sharing within interconnected groups and improve knowledge creation among members of these groups. Social networking site use is increasingly common among emerging medical professionals, with medical schools even reporting disciplinary student expulsion. Online social networking applications (e.g. Facebook, Flickr, Twitter and Youtube) have become the fastest-growing mechanism to exchange personal and professional information. With 85%-95% of students on college campuses using these communication mediums [3, 4]. Oakley and Spallek [5] described the impact social media in health care setting highlighting some opportunities and challenges that exist. He concluded with suggestions for best practices of social media in dental education domain. The aim of this study is to evaluate the perceptions of the students in Riyadh colleges toward the use of social media in orthodontic course.

MATERIAL AND METHOD
A total of 170 female students in Level 9, Riyadh colleges of Dentistry and Pharmacy, who finished the orthodontic course 512ortho ,the course include the use of social media (twitter) in teaching, Hashtag about the course #512Ortho was developed by the course Director, a questions was posted in the Hashtag and the students were divided in multiple groups and each group has one representative student to participate in the hashtag and answering the question, the best and correct answer was chosen by the faculty and announced in the class.

After finishing the course an online survey was developed to take the feedback of the students toward this teaching method.

RESULTS
Of the 74 students who responded, the majority (74.3%, n=55) reported that they use social media (e.g twitter) daily, followed by 18.9% (n=14) sometimes and 6.8% (n=5) never used it (Figure 1).
The majority of the students reported that they agree social media can engage them in learning (87.8%, n=65). Forty two students (56.8%) reported that they used the social media in learning before ORTHO 512 course. Around 58% thought they would like using twitter before using it in the ORTHO 512 course and around 81% (n=60) reported that they liked using twitter after using it in the ORTHO 512 course. The majority (68.9%, n=51) reported that they would like to use social media again during other courses (Table 1 and Figure 2).

Table-Variables on the use of social media (e.g. twitter)

<table>
<thead>
<tr>
<th>variables on the use of social media (e.g. twitter)</th>
<th>Frequency (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think social media can engage you in learning?</td>
<td>65 (87.8) 5 (6.8) 4 (5.4)</td>
</tr>
<tr>
<td>Did you use the social media in learning before ORTHO 512 course?</td>
<td>42 (56.8) 25 (33.8) 7 (9.5)</td>
</tr>
<tr>
<td>Before you used the twitter in the ORTHO 512 course, did you think you will like it?</td>
<td>43 (58.1) 19 (25.7) 12 (16.2)</td>
</tr>
<tr>
<td>After you used it in ORTHO 512 course, did you like it?</td>
<td>60 (81.1) 9 (12.2) 5 (6.8)</td>
</tr>
<tr>
<td>Would you like to use the social media during other courses again?</td>
<td>51 (68.9) 17 (23.0) 6 (8.1)</td>
</tr>
</tbody>
</table>

Fig-2: Variables on the use of social media (e.g. twitter)

To meet the condition of the statistical test, ‘sometimes’ and ‘never’ in the frequency of use of social media; and ‘no’ and ‘I don’t know’ in all the other variable were combined. Two-way cross-tabulation showed that students who use social media daily were more likely to think that social media can engage them in learning. Moreover, Fisher’s exact test showed this association between ‘How often do you use the social media (e.g. twitter)?’ and ‘Do you think social media can engage you in learning?’ was statistically significant (p<0.05). The association between ‘How often do you use the social media (e.g. twitter)?’ and ‘Do you think social media can engage you in learning?’ was statistically significant (p<0.05).
works for student engagement; scaling a
ebook:

Available Online: http://scholarsmepub.com/sjodr/

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