

USING FACEBOOK SOCIAL MEDIA AMIDST COVID-19 AS AN E-LEARNING PLATFORM

Author Name: Dr.Froilan D. Mobo

Assistant Director, Department of Research and Development

Philippine Merchant Marine Academy

Email: fd.mobo@pmma.edu.ph

Abstract | Facebook Social Media today plays a vital role in our society, especially during the pandemic season. Most of us use Facebook as an alternative tool for communication and also served as the e-Learning Platform. After the declaration of suspension of classes last March 16, 2020, there is no way to hold face to face class instruction or rather the traditional classroom, good thing is that I have started creating a Facebook group chat with all my classes at the college level and graduate school level. Moreover, The study can be used to improve the use of Facebook social media tool like for teaching and learning purposes. This is the study which analyzed Facebook implementation for academic purposes by using a linear and nonlinear modelling. , (Sharma, Joshi, & Sharma, 2016).

Keywords | Facebook, COVID19, Social Media

INTRODUCTION

Facebook Social Media today plays a vital role in our society, especially during the pandemic season. Most of us use Facebook as an alternative tool for communication and also served as the e-Learning Platform. After the declaration of suspension of classes last March 16, 2020, there is no way to hold face to face class instruction or rather the traditional classroom, good thing is that I have started creating a Facebook group chat with all my classes at the college level and graduate school level.

Facebook Social Media is the most probable and palpable example of environments known as 'social networks' or 'Web 2.0' because its platforms facilitate information sharing, interaction, and collaboration among their users. However, Facebook's success is not solely dependent on its capability but rather to connect people, the platform's power for sharing resources and linking content on the Internet to user profiles, as well as its evolution towards Education 4.0 which enables in providing support for complex, continuous interaction experiences to a collaborative-learning process. The platform's communication tools are combined with the option to enhance its potential by installing third-party modules and applications which allow members of a community to carry out very diverse activities. (Cerdà&Planas, 2011).

Moreover, Students and Teachers had expressed their satisfaction with learning on Facebook and willingness to continue using this platform in future courses. (Meishar-Tal, Kurtz, & Pieterse, 2012). That is why as a teacher in the new millennium it is very important to be updated with the latest technology which is being used in education today. The results of this study are about new knowledge that academic institutions can utilize to create appropriate e-learning surroundings for teaching and learning with a number of theoretical and managerial effects for universities' implementation technologies were also identified. (Moghavvemi, Paramanathan, Rahin, & Sharabati, 2017)

RESULTS AND DISCUSSIONS

The researcher uses descriptive qualitative research in conducting the study. I was able to use Facebook group chat and messenger in testing and sending questions being needed to test and check whether the system is running smoothly from Philippine Merchant Marine Academy, Central Luzon College of Science and Technology, College of Subic Montessori and Columban College Graduate School. Gathering of facts is much easier than usual because of the latest technology which really makes the process less time consuming. Participants were all

cooperative by simply sending their answers and at my end by using a kind of system program to tabulate the results, I can easily get the correct yield from the gathered information. That is how social media contributed a massive change in our old process like the manual gathering of facts from participants. It only means that even you are using facebook social media it still helps. Findings of the qualitative study and results of the experiential evaluation of forum participation confirmed each other, indicating a good social environment and a conducive, well-facilitated environment. Inter-relations were cultivated between distance learners, and academic value arose from independent research, peer-learning and social negotiation. Facebook served well as a background for collaborative learning, but did not provide a full Web 2.0 environment for the collaborative generation of artifacts or projects. (Villiers, Ruth, Pretorius, & Cobus, 2013).

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