Exploring Grade 6 and 7 teachers' use of social media applications as pedagogical tools

by

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Declaration of Originality

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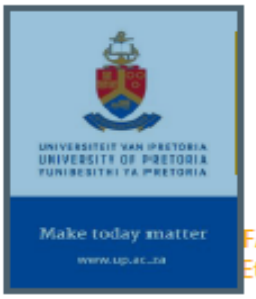

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I, Bereldene Robin-Lee Abrahams, student number 20734248, hereby declare that I followed all the ethical procedures in line with the University of Pretoria when conducting the research titled, Exploring Grade 6 and 7 teachers' use of social media applications as pedagogical tools.

19 November 2023

Signature

Date

Dedication

In loving memory of my dear grandmother, Ma Stella (1962 - 2016), who instilled in me a love for learning and who couldn't witness my first graduation.

Acknowledgements

I extend my heartfelt appreciation to the following key role-players:

- Dr. Moodley and Dr. Robberts for their invaluable guidance, profound insights, and unwavering patience in nurturing my growth as a researcher and academic. Their significant contributions to the completion of this dissertation are deeply cherished.
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Abstract

Social media applications have become an integral part of our daily lives. When thinking of social media applications, we often do not think of education. Social media, however, can play a significant role in education. If used correctly, both formal and informal settings can benefit as social media offers various opportunities for learners, teachers and institutions to enhance learning experiences and facilitate communication and collaboration. As pedagogical tools, social media applications offer many benefits due to their distinct features, paving the way for creative teaching and learning opportunities. This study aimed to explore how grade 6 and 7 teachers use social media applications as pedagogical tools. The specific social media applications examined in this study encompassed Facebook, X (previously called Twitter), YouTube, Instagram, TikTok, and WhatsApp. The existing body of literature suggests that social media applications tend to have more advantages than disadvantages when integrated into the educational system. They can be especially helpful in teaching English as a foreign language, as they have been shown to enhance learners' confidence and motivation. It is worth noting that there is a limited focus on using social media applications as pedagogical tools at the primary school level in current research. Employing the Technological Pedagogical Content Knowledge (TPCK) framework as a guide, this study primarily emphasised the Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK) components. This study employed a qualitative approach within a case study research design to bridge the gap in the literature, conducted at a public primary school in Cape Town, South Africa, involving seven grade 6 and 7 teachers. The data collection process encompassed a survey, document analysis, and semi-structured virtual interviews. Content analysis was chosen as the data analysis method. The findings of this study revealed that while most participants commonly cited WhatsApp for educational purposes, most teachers chose to integrate YouTube and TikTok into their actual lessons. YouTube served as a valuable tool for consolidating lesson content, typically introduced at the beginning of a lesson or topic to provide learners with an initial understanding or demonstration of what they would be studying. All participants unanimously agreed that the use of social media applications enhanced student collaboration, creativity, and, in some instances, confidence. Finally, the

teachers concurred that these applications effectively supported teaching and learning to achieve lesson objectives.

Language Letter

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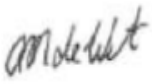

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Key Terms

1. Social media applications	Online platforms and tools that enable users to create, share and interact with content. For the sake of this study, social media applications refer to Facebook, X (previously called Twitter), YouTube, Instagram, TikTok and WhatsApp.
2. Pedagogical tools	Educational resources, methods, or strategies teachers employ to facilitate learning and instructional objectives, which, in this context, include using social media applications.
3. Technological Pedagogical Content Knowledge (TPCK)	The TPCK framework, short for Technological Pedagogical Content Knowledge, is a theoretical framework that describes the knowledge and competencies teachers need to integrate technology into their teaching practices effectively.
4. Technological Content Knowledge (TCK)	TCK refers to the knowledge and understanding of how technology can be applied to teach and convey specific content effectively.
5. Technological Pedagogical Knowledge (TPK)	The knowledge and understanding of how to use technology as a pedagogical tool.

List of Acronyms

EFL	English as a Foreign Language
PBL	Project-based Learning
TAM	Technological Acceptance Model
SAMR	Substitution Augmentation Modification Redefinition
TPACK	Technological Pedagogical Content Knowledge
CK	Content Knowledge
PK	Pedagogical Knowledge
TK	Technological Knowledge
PCK	Pedagogical Content Knowledge
TPK	Technological Pedagogical Knowledge
TCK	Technological Content Knowledge
XK	Contextual Knowledge
DBE	Department of Basic Education
WCED	Western Cape Education Department
RQ`	Research Question
P	Participant
L	Lesson Plan

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CHAPTER 1: INTRODUCTION

Currently, social media plays a significant role in communications. It has fast become the most crucial tool for communication among the old and young (Devi et al., 2019). Almost every adult and child owns a smart device and uses some social media application (Brodersen et al., 2022). Learners spend hours on social media; thus, social media applications are deemed as a distraction for learners from their academics (Umar & Idris, 2018). However, social media employed in education could potentially benefit learners. This study explores how teachers integrate social media applications as pedagogical tools into their teaching to achieve learning outcomes.

1.1 Background

Social media applications have been around for years, with SixDegrees.com being the first recognisable social network site according to its features, such as profiles and friend lists (Boyd & Ellison, 2008). Over the years, several social media applications have been developed (X, previously called Twitter, Instagram, YouTube, TikTok). These applications continue to evolve significantly regarding information sharing and networking capabilities (Owuor & Hochmair, 2020). Taprial and Kanwar (2017) define social media as any web-based application that allows users to create/exchange content or enable interaction between users. However, as social media expands and evolves, it becomes more difficult to define “social media” (Treem et al., 2016). For this study, social media applications refer to Facebook, X (previously called Twitter), YouTube, Instagram, TikTok, and WhatsApp.

As 21st-century learners continue to take a keen interest in social media applications (Taylor et al., 2012), social media tends to have a negative reputation when affiliated with school-going learners. Patil and Raut (2016) stated that it is an unhealthy addiction to want to know current posts on social media constantly. Opposing the views of Patil and Raut (2016), Devi et al. (2019) view the influence of social media positively. They believe that when social media is used in education, learners with difficulty expressing themselves get involved in learning. It also helps build their self-confidence.

1.2 Problem statement

Many of today’s children spend their free time online, often playing games or communicating with their friends (Camilleri & Camilleri, 2020; Mensah & Nizam, 2016;

Umar & Idris, 2018). A study by Alameen et al. (2021) found that 97% of learners used social media, yet only 1% of these learners used social media for academic purposes. With many learners actively using social media applications, there is very often a concern that social media distracts teaching and learning (Chawinga, 2017).

Many teachers remain uncertain about how to integrate social media into their teaching meaningfully or how to assess the influence of social media on student engagement and performance (Devi et al., 2019). Schools have responded to social media differently; some schools banned it altogether, and others merely ignored it (Krutka et al., 2019). For example, the school where the study was conducted had a “no cell phone” policy where learners were not allowed to have cellular phones at school, which limited their use of technology and social media for teaching and learning during formal tuition time.

The researcher reviewed studies examining the use of social media applications in educational settings. It became evident that the prevailing body of literature primarily focused on exploring the advantages and disadvantages of integrating social media applications into teaching and learning. (Dobrijevic et al., 2015; Jayakumar & Tamilselvan, 2018; Nuñez-Rola & Canayong, 2019). Therefore, this study aimed to explore how social media applications were used as pedagogical tools in the classroom. The researcher looked at how teachers integrated social media applications as pedagogical tools into lesson plans. The study also investigated how teachers perceived using social media applications as pedagogical tools influenced achieving lesson outcomes.

1.3 Rationale

Technology and e-learning are constantly on the rise, bringing about positive changes in teaching and learning (Kumar & Nanda, 2020). It is, therefore, highly probable that the learners will continue using technology in their future classrooms and places of employment (Camilleri & Camilleri, 2020). As a teacher, the researcher witnessed her learners’ fascination with social media applications. This observation sparked her curiosity regarding the potential impact of these applications on student engagement within the classroom environment. The researcher believes that looking into social media applications as pedagogical tools can only be beneficial for future reference.

Social media tools could enrich teaching and learning by providing a platform for improving the educational process by having learners actively involved in their learning (Devi et al., 2019). Learners are attracted to social media as it allows them to express themselves and communicate with others (Chung et al., 2019).

However, while reviewing the literature for this study, the researcher found that most of the research on social media in education focused on tertiary education learners (Jacobs et al., 2022; Mensah & Nizam, 2016; Umar & Idris, 2018). Therefore, this study fills the gap in the literature as the focus was on using social media applications as pedagogical tools at a primary school.

1.4 Purpose statement

Despite multiple versions of different social media applications being developed over the years, only a handful of these applications have been researched for educational purposes. First, this study examined how teachers integrated social media applications as pedagogical tools when planning lessons. Secondly, the study sought to determine the perceptions of teachers regarding the achievement of learning outcomes when social media applications were used as pedagogical tools.

1.5 Research questions

This investigation was guided by the primary research question: How do Grade 6 and 7 teachers use social media applications as pedagogical tools? In addition, the study aimed to explore the following secondary research questions to address the primary research question:

1. Which social media applications do teachers find useful as pedagogical tools and why?
2. How do teachers integrate social media applications into their teaching and learning activities?
3. How do teachers perceive social media applications as pedagogical tools influencing learning outcomes?
4. How do teachers use social media in their assessment of learning?

1.6 Summary of methodology

This study explored Grade 6 and 7 teachers' use of social media applications as pedagogical tools. The researcher opted for a qualitative case study design. Qualitative research seeks to understand social phenomena in their natural settings comprehensively (Cropley, 2022) by relying on individuals' direct experiences to grasp their perceptions of their surroundings (Eze & Ugwu, 2023). The researcher chose to employ an exploratory case study design conducted at a public primary school in the Western Cape of South Africa. The participants were chosen through a combination of purposive and convenience sampling. In purposive sampling, the researcher chooses specific subjects that align with the study's objectives (Thomas, 2022). When executed effectively, purposive sampling enables the researcher to exclude irrelevant responses that do not align with the study's objectives (Obilor, 2023). The researcher deliberately opted to work exclusively with Grades 6 and 7 teachers at the school, as their learners were older and likely possessed greater access to and understanding of the social media applications pertinent to this study. Additionally, convenience sampling was selected due to the study's initial association with the researcher's workplace, ensuring the availability of participants. Convenience sampling is commonly used when researchers can easily reach the desired target populations (Golzar et al., 2022).

The research utilised a trio of data collection tools, including a survey, document analysis (specifically, lesson plan), and semi-structured virtual interviews. The researcher designed each instrument to provide insight into the research questions in alignment with the theoretical framework. Data was analysed using content analysis as the researcher had to examine and interpret text and audio.

1.7 Data management

Effective data management is essential for generating high-quality research (Dunie, 2017). In simple terms, data management involves efficiently managing information collected during research (Sanjeeva, 2018). The initial data collection method utilised in this study was a survey. The researcher opted for a digital survey format created using Microsoft Forms. This decision was driven by the platform's user-friendliness for survey design and its convenience for collecting responses. Beyond simply gathering responses, it also automatically compiled the data into an Excel format, facilitating data analysis and the creation of various graphical representations for the researcher. The

survey was distributed to participants to gather data regarding their familiarity with various social media applications, past usage, and intentions for classroom use.

The survey data was securely stored on the Microsoft Office website, with access limited to only the researcher and her supervisors. The downloaded data is also stored in a password-protected folder on the researcher's personal computer and backed up on OneDrive for added security.

This study's second data collection tool was document analysis, specifically in the form of a standardised lesson plan. The researcher created a lesson plan template to promote consistency in the information teachers included in their lesson plans. Furthermore, it ensured comprehensive coverage of all relevant aspects, such as the choice of social media application and how it would be utilised by both the teacher and learners.

After participants completed the survey, they were provided with the lesson plan template to prepare for the forthcoming lessons they would deliver. The researcher also developed an analysis grid to facilitate the analysis of these lesson plans. This grid was intended to assess whether all pertinent information was effectively conveyed within the lesson plans. The information gathered from the lesson plans offered insights into the teachers' intended instructional activities, the social media applications they intended to utilise, and the methods they planned to employ. Furthermore, this information proved very useful in refining the semi-structured interview questions, enabling the researcher to address any ambiguities or gaps in the lesson plans through targeted inquiries during the interviews.

After completion, teachers returned their lesson plans via email, and the lesson plans and analysis grids were securely stored in a password-protected folder on the researcher's computer. Additionally, these files were backed up on OneDrive, with access restricted to only the researcher and her supervisors.

Finally, the third and last data collection instrument employed was the virtual semi-structured interview. Following the submission of their completed lesson plans and the delivery of the lessons, teachers were obligated to arrange an interview with the researcher. This interview included a predetermined set of questions posed to all participants; alongside tailored questions based on the information acquired from each participant's lesson plan. Additionally, the interview served as a triangulation method,

enabling the researcher to verify whether participants had indeed incorporated the social media applications they had initially discussed in the survey. The interviews were carried out in a virtual format, enabling the researcher to capture and store them for subsequent analysis and contemplation. For this purpose, the researcher utilised Airgram, a platform that offered a transcription feature. This capability greatly expedited the data analysis process by automatically transcribing the interviews into Word documents, saving the researcher considerable time and facilitating faster data analysis. The interview recordings were securely stored on Airgram, accessible only to the researcher and her supervisors. Furthermore, the downloaded videos and transcribed interviews are safeguarded within a password-protected folder on the researcher's personal computer, with additional backup copies stored on OneDrive for added security.

1.8 Ethics

The safety and privacy of research participants are of utmost importance to maintain research integrity (Kang & Hwang, 2023). Hence, the researcher refrained from gathering data from participants until she had obtained ethical approval from the University of Pretoria and secured permission to conduct the research at a school in the Western Cape from the Western Cape Education Department. The researcher also provided a detailed overview of the research procedure to both the school's principal and the participants before starting the research process. To protect the anonymity of the participants, the researcher avoided disclosing their names throughout the study and simply identified them as Participants 1-7.

1.9 Significance of the study

The significance of this study lies in its capacity to encourage the use of social media applications as pedagogical tools, particularly within primary school education. While conducting the literature review, the researcher observed that the majority of research on social media applications in education had been conducted at the secondary or tertiary levels (Bohloko et al., 2019; George, 2017; Loan, 2019; Ulla & Perales, 2021; Yu et al., 2022). This gap may be attributed to older learners having more extensive access to social media applications compared to their primary school counterparts. However, a noteworthy finding from this study revealed that, in some instances, learners were more familiar with the features and usage of these social media applications than their teachers.

The overall aim and objective of this research is to provide valuable insights and enrich the existing literature concerning integrating social media applications in educational settings. It is worth noting that the school where this study took place enforces a strict no-cell-phone policy, which hinders teachers from incorporating social media into their teaching practices. These findings hold the potential to inform policymakers about the advantages that social media applications, when used as pedagogical tools, can bring to the learning environment. Consequently, this information could motivate policymakers to re-evaluate and amend their cell phone policies.

Given learners' enduring interest in social media and the study's results, which underscored learners' enthusiasm for utilising social media applications in an educational context, this research might also inspire school principals or department heads to organise workshops and training sessions on the effective use of various social media applications to enhance teaching methodologies.

1.10 Conclusion

This chapter has presented an overview of what the research entailed. It introduces how the researcher planned to explore Grade 6 and 7 teachers' use of social media applications at a Cape Town public primary school in South Africa. Social media has evolved over the years and is an ever-evolving concept. Teachers and learners are exposed to social media applications daily, and although many learners spend hours on social media, it is not often for educational purposes. Teachers, however, are often reluctant to use social media in their classrooms for various reasons, although learners are very attracted to social media applications. Using social media applications for educational purposes might spike student involvement and interest, motivating learners to work harder and interact more. Despite the many social media applications available, not many are used by teachers or learners for educational purposes. Therefore, this study explored the following secondary questions to answer the primary question. (1) Which social media applications do teachers find useful as pedagogical tools and why? (2) How do teachers integrate social media applications into their teaching and learning activities? (3) How do teachers perceive that using social media applications as pedagogical tools influence achieving learning outcomes? (4) How do teachers use social media in their assessment of learning

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Living in the 21st century, we are surrounded by technology and social media. It is common to spot someone with a mobile phone, perhaps scrolling through social media, wherever they happen to be. As teachers teaching 21st-century learners, we must adjust our teaching styles and techniques to accommodate these 21st-century learners (Ligan & Tacadena, 2022). One such way is integrating social media applications into our teaching (Ledgerwood, 2022). There are often different views about using social media applications (Jogezai et al., 2021; Kaban, 2021; Purvis et al., 2020). Social media is frequently associated with many negative aspects among youngsters, such as cyberbullying (Krishna & Tamrakar, 2022), anxiety and depression (Damota, 2019), and social media addiction (Simsek et al., 2019). Despite the negative aspects, social media applications also have many positive aspects (Rizal & Z, 2021; Tan et al., 2022; Ulla & Perales, 2021).

This literature review first looks at the various views on the use of social media and then continues to focus on previous studies using social media applications as pedagogical tools for teaching and learning. It first aims to define social media and then continues to review past studies that explored how different social media applications were used as pedagogical tools for teaching and learning. Furthermore, it looks at how social media applications could potentially be used for assessment purposes. Within this literature review, the researcher then discusses the theoretical framework used as a lens to conduct this study.

2.2 Pedagogy in the primary school classroom

The term "pedagogy" originates from the Greek word "paidagōgeō", where "país, genitive, paidos" denotes "child," and "ágō" signifies "lead" (Shah, 2021) translating to guide or lead the child. Friesen and Su (2022) further defined pedagogy as the profession of teaching. Effective pedagogy, according to Handrianto et al. (2021), involves classroom management and methods that directly impact a learner's learning. In the South African context, the curriculum divides general pedagogy across three different phases, namely the foundation phase (Grade R-3), the Intermediate phase (Grades 4-6) and the senior phase (Grade 7) (Brahmbhatt, 2020). Pedagogy in the primary school setting requires a multifaceted approach to teaching and learning that

takes into account the evolving educational landscape (Tang, 2017). In recent years the need for technologically enhanced pedagogy has increased (Khairova & Gabdullina, 2020), allowing primary school teachers to integrate digital resources, interactive platforms, and blended learning methods to enhance students' digital literacy (Khairova & Gabdullina, 2020). These pedagogical advancements aim to prepare primary school students for a rapidly changing world, where adaptability and creativity are essential skills for success (Tsvetkova et al., 2022). Views on social media applications

Opinions on social media applications vary among individuals. Initially, this section explored the negative perceptions often associated with social media applications. Subsequently, it delves into the positive perceptions connected with social media applications. It is crucial not to ignore the potential pitfalls of social media usage, especially of young children and adolescents.

As mentioned previously, there are many negative views on social media (Akram, 2018; Desai, 2017; Jagannathan & Vezhaventhan, 2022; Raut & Patil, 2016). One such negative view about social media is that it is a platform for cyberbullying (Marković et al., 2020). Cyberbullying can be defined as digital or virtual bullying (Zhang et al., 2022). Although cyberbullying does not affect schooling directly, it negatively affects learners' academic performance as it can lead to poor performance and school dropout (Johnson et al., 2016). Cyberbullying is often embarrassing for the victim, which can lead to absence or distraction during lessons, as victims of cyberbullying are often unable to concentrate in the school environment (Rizza & Pereira, 2013).

Additionally, social media tends to affect teenagers' mental health negatively (Yuan, 2022) as learners try to keep up with what they see on social media. This especially affects teenage girls and can sometimes lead to anxiety or depression (AL-gasem, 2019). Anxiety and depression, in turn, could cause learners to have low problem-solving skills, leading to lower examination scores and academic achievement (Bisson, 2017).

Furthermore, teenagers' social media usage is often considered a time-wasting activity (Ezeonwumelu, 2021; Kohnová & Salajová, 2018; Mushtaq, 2018; Rawath et al.,

2019). Learners spend hours on social media when they could use this time more productively to study or complete assignments (Orji et al., 2022). Learners who often spend time roaming on social media platforms are prone to receive lower grades than those who do not participate in online social media activities (Rawath et al., 2019).

Similarly, Soladoye and Ojo (2021) found that using social media applications among learners negatively affected the reading culture of high school learners in Nigeria as learners tend to procrastinate, spending their time roaming various social media applications instead of reading their prescribed books. One participant from Amchur's (2022) study pointed out that they found it difficult to concentrate on their studies as they often found themselves playing games or visiting a variety of websites merely by accessing a social media application.

Another negative aspect of social media is that it gives learners access to explicit content (Putri, 2021). A study which investigated the effects of social media exposure on adolescent sexual attitudes and behaviours found that learners who never had any access to sexual content or sexual relations generally scored 20% higher in their test range than those who were accessing explicit content and participating in sexual relations (Fevriasanty et al., 2021).

On the other hand, Jogezai et al. (2021) suggest that social media has both positive and negative aspects and depends entirely on how the individual uses it (Jogezai et al., 2021). With that in mind, the rest of this literature review will explore the positive aspects of social media as it is used as a pedagogical tool for teaching and learning.

2.3 Social media applications

Various social media applications will be explored for their use as pedagogical tools. Teachers' ability to plan lessons using social media apps as pedagogical tools and achieve learning outcomes will be unpacked. The g social media applications explored in this section are Facebook, X (previously called Twitter), YouTube, Instagram, TikTok, and WhatsApp.

2.3.1 Facebook

Facebook was initially created to connect people with their friends; today, it connects billions of people and helps people promote their businesses (Meta, 2022). According

to the literature, many learners are regular Facebook users (Hassan & Dickson, 2014). Consequently, Foogooa and Ferdinand-James (2017) argue that teachers should take advantage of this platform as an educational tool and connect with learners in this digital environment. Mbodila (2014) further strengthened this by stating the use of Facebook greatly impacted learners' collaboration and engagement. The study examined how Facebook influenced student collaboration within and outside the classroom. The results indicated that learners utilised Facebook to comment on peers' posts, seek clarification, and maintain communication with instructors. Additionally, the platform served as a means for learners to arrange in-person study group sessions (Mbodila, 2014).

2.3.2 X, previously called Twitter

X is a fast, free, and open social service and home to a world of diverse people, ideas, and information; it provides a free and safe space to talk and promote freedom of speech (Twitter, 2022). It is a free social media networking tool used globally by people to share information in real-time (Mistry, 2011). As part of Global Media and International Literacy Week in 2019, X partnered with UNESCO to create a handbook for teachers showcasing how X could be used for educational purposes (Costello, 2022). Some of the educational uses for X included using X as a digital classroom, networking with colleagues and connecting with the school community (Twitter & UNESCO, 2019).

2.3.3 YouTube

YouTube is a free video-sharing platform allowing users to create their own channels and upload their video content (Vytiaz, 2018). Nacak et al. (2020) consider YouTube videos excellent pedagogical tools when theory and practical application are combined in the teaching and learning environment. YouTube can be used to design content for any subject and to improve teaching and learning inside and outside the classroom (Odongo et al., 2016). Abbas and Qassim (2020) consider YouTube a necessary tool in classrooms because it draws learners' attention and cultivates their mentality and creativity (Abbas & Qassim, 2020).

2.3.4 Instagram

Instagram is a free photo and video-sharing app where people can comment on and like each other's posts (Instagram, 2022). In addition, when used for a writing course, Instagram can provide teachers and learners with a new teaching and learning environment. The platform enables learners to draft, write, publish, and share their work directly on Instagram (Prasetyawati & Ardi, 2020). Instagram also allows learners to feel more engaged with the subject content (Ganjoo et al., 2021).

Instagram can serve as a valuable educational tool by fostering student motivation. Learners display heightened enthusiasm in completing tasks on Instagram, driven by the prospect of swift feedback and recognition on the platform. Consequently, they compete with their peers to achieve higher scores (Pujiati et al., 2019).

2.3.5 TikTok

Formerly known as Musical.ly (Savic, 2021), TikTok is currently the leading social media platform for short-form mobile video (TikTok, 2022). Given its growing popularity, it would be a waste not to consider TikTok for teaching and learning (Adnan et al., 2021). Therefore, TikTok has become the ideal platform for teachers and learners to create short, educational videos (Ordoñez et al., 2021). Furthermore, besides being used for entertainment videos, TikTok provides its younger audiences access to a fresh layout of short educational videos created by professional authors (Russell, 2021).

2.3.6 WhatsApp

WhatsApp is a social media application which started as an alternative to Short Message Service (SMS). It now supports various media types, such as texts, videos, audio, photos, documents, and location (WhatsApp, 2023). O'Hara et al. (2014) define WhatsApp as an instant messaging application. Its service provides features of multimedia sharing, group chat and unlimited messaging (Kartal, 2019). During the COVID-19 pandemic, WhatsApp emerged as a vital social media application upon which teachers and learners relied to sustain their teaching and learning endeavours (Afzal & Abdullah, 2022). The user-friendly nature and accessibility of WhatsApp rendered it an excellent alternative to in-class learning (Bonsu et al., 2021)

2.4 Social media applications as pedagogical tools for teaching and learning

When thinking of a classroom, we often think of the traditional way of learning within a classroom environment. It would be interesting to explore how classroom dynamics change when we use social media or social media applications as pedagogical tools.

2.4.1 Facebook

As a pedagogical tool, Facebook offers a different atmosphere than the traditional classroom as it steps away from being teacher-centred and heavily reliant on the chalkboard and textbooks. It has many features, such as groups, stories, newsfeed posts, and reels, that could all potentially be alternative delivery methods to traditional teaching (Mas'od et al., 2019).

Alsaif et al. (2019) investigated the effectiveness of Facebook on teaching and learning in Saudi Arabia with a focus on learning motivation, academic communication, collaborative learning, and interactive learning. Their study found that the learners displayed a positive attitude towards education when using Facebook tools in their learning activities. An improvement in student motivation could be noticed after the investigation was conducted as learners now freely participated in Facebook group learning activities (Alsaif et al., 2019). As teachers, we know that when learner motivation is sufficiently encouraged, it enhances engagement. Better student engagement often produces better academic results (Ucar & Göksel, 2020). Further exploring the use of Facebook for teaching and learning, Said et al. (2014) found that by combining the formal and informal aspects of learning, learners were less worried about making mistakes. Learners also participated more freely, thus agreeing with the findings of Alsaif et al. (2019).

During the COVID-19 pandemic, when all teachers were looking for alternatives to in-person teaching, Facebook was one of the applications considered as an option. Researchers Ulla and Perales (2021) investigated Facebook as an online learning support tool during the COVID-19 pandemic at a university in Thailand (Ulla & Perales, 2021). The study aimed to describe and understand Thai university learners' perceptions of using Facebook as a learning support application. The research revealed that most learners believed that Facebook empowered them to become independent and creative learners, allowing them to freely explore various avenues of

education. Learners also added that Facebook gave them easy and convenient access to their learning materials during the COVID-19 pandemic (Ulla & Perales, 2021). Subsequently, looking at using Facebook as a learning support tool, Amunime et al. (2021) argue that using Facebook could potentially support the learning and mastery of stoichiometry at the Grade 12 level. Their study showed that the learning support environment created with Facebook fosters 21st-century learning skills in learners (Amunime et al., 2021).

Using Facebook as a pedagogical tool enables teachers to start online discussions, post articles related to subject content, and develop reading comprehension skills. (Espinosa, 2015). Facebook groups, especially, can be used for course discussions, which can improve student learning if used to complete assignments (Bouskid, 2019). Learners can post and answer questions on Facebook groups, helping each other complete their assignments timeously (Abbas & Qassim, 2020). It fundamentally provides an environment for learners to share resources and comments, which promotes learning at the end of the day, although not in the most conventional way (Chen & Shan, 2014). Seemingly its most popular feature, Facebook groups (Abbas & Qassim, 2020; Bouskid, 2019; Chen & Shan, 2014) were further explored by Mabuan and Ebron (2017) as a support tool in facilitating English Language classes. Their findings illustrated that Facebook groups could serve as a classroom management system that allows teachers to create a private virtual classroom designed as an online meeting room. This virtual classroom is then used as an extension of the traditional classroom context (Mabuan & Ebron, 2017).

As one of the most widely used languages in the world (Abbas & Qassim, 2020), learners have to learn English. Altunkaya and Topuzkanamış (2018) investigated the use of Facebook in English on writing achievements, writing attitudes, writing anxieties, and writing self-efficacy in the written expression course. They did pre- and post-testing with a closed group and an experimental group. The study found that the use of Facebook produced better results regarding achieving outcomes and student attitudes than traditional writing (Altunkaya & Topuzkanamış, 2018). As a language learning tool, logging onto the app a few times a day will assist in acquiring the language naturally (Loan, 2019). Tran et al. (2019) further reminds us to ensure that the Facebook language setting is set to English, as this can improve learners'

language learning. Learners generally perceived Facebook as a positive tool for communication and interaction for English as a Second Language (ESL) (Kumar & Syed, 2022).

The use of Facebook as a pedagogical tool seems to have many positive outcomes (Abbas & Qassim, 2020; Alsaif et al., 2019; Amunime et al., 2021; Bouskid, 2019; Chen & Shan, 2014; Espinosa, 2015; Mabuan & Ebron, 2017; Ucar & Göksel, 2020; Ulla & Perales, 2021). However, Oyetunde (2017) found that Facebook usage as a pedagogical tool did not notably or directly affect learners' academic performance. What he did find was similar to the works of Chen and Shan (2014), which suggests that learners had easier access to course materials with the use of Facebook. In essence, learners used the platform to share course materials, discuss course materials, watch educational videos, and listen to educational audio (Oyetunde, 2017).

2.4.2 X

Moving away from the classroom itself, teachers often used X to collaborate and engage for professional development purposes (Carpenter, 2014; Ross et al., 2015). Using quite a large sample, which included in-service teachers and retired teachers worldwide, Ross et al. (2015) investigated the use of X for professional development among teachers. Participants all completed a survey using education-related hashtags on X. Ninety per cent of the participants from the study stated that they would possibly use X for professional development and collaboration in the six months after the study was conducted (Ross et al., 2015). As for collaborative learning, Carpenter (2020) taught a semester course at a private university where he briefly introduced participants to X and then created an account for class purposes. Participants were further required to follow each other's accounts, share subject-related posts, engage in X chats, and finally complete an online survey. His research found that using X as a collaboration tool in education increased student communication and interaction (Carpenter, 2014).

In the African context, Chawinga (2017) focused his research on taking social media to university classrooms by teaching and learning using X and blogs. The study incorporated X and blogs into two undergraduate Library and Information Sciences courses at Mzuzu University in Malawi. First, data was collected by analysing blogs and X posts by university learners; secondly, a questionnaire was sent to a sample of

62 learners to find their views on X and blogs in the classroom. The study found that X and blogs can be an exciting learner-centred approach to teaching if appropriately integrated. Teachers also use these technologies to discuss course material, reflect on courses, and interact among themselves and with their lecturers (Chawinga, 2017). This study adds to the work of Luo and Franklin (2015), who explored X blogging as a tool to support student learning in an undergraduate class. It was found that X has great potential for learners to access resources and links. However, they suggest that when using X for educational purposes, setting a list of usable hashtags beforehand as participants encountered difficulty keeping track of their classmate's posts (Luo & Franklin, 2015).

As with Facebook, the literature suggests that X was mainly used as a pedagogical tool to improve language learning. These ideas could be implemented in any classroom context and are discussed in the section below. McLain (2019) wanted to investigate whether learners could practice English outside the regular classroom. He describes two ways X can be used as a pedagogical tool to teach and learn English. (1) An X scavenger hunt using hashtags related to tasks that learners should complete. Tasks are subject-related, and learners use hashtags to find instructions for the task and then reflect after completing the tasks. (2) X chat, where questions are listed on an X chat feed, and learners must complete the questions in a given time. Harmandaoglu (2018) discusses two more ways to use X for language teaching. According to Harmandaoglu (2018), we can (1) use it for silent reading where no one interacts vocally, and all interaction takes place on X for that lesson. (2) He suggests using it to brainstorm writing themes, discussing characters or writing summaries. These methods help keep learners interested and interacting as Taskiran (2018) found that English as a foreign Language (EFL) learners get disengaged and unmotivated in the traditional classroom environment. Teachers seem to prefer utilising X in their classrooms to teach vocabulary as their results have shown it to be more effective than the conventional method when aiming to achieve learning outcomes (Arumugam et al., 2022).

2.4.3 YouTube

YouTube is a social media application used by children as young as two years old (Imaniah et al., 2020). Learning through YouTube is entertaining (Babu et al., 2019),

and learners sometimes do not realise they are actively learning. Learners find learning through YouTube videos interesting, as was proven by the findings of Abbas and Qassim (2020), who investigated how effective and influential the use of YouTube in educational contexts can be. The same study found that YouTube assists language teachers in enriching their learners' language skills. Forty-one per cent of the participants also indicated they preferred learning through YouTube to other channels (Abbas & Qassim, 2020). The use of textbooks and traditional teaching methods tend to lack diversity, which the 21st-century student craves (Fleck et al., 2014). Learners, therefore, find YouTube videos more enjoyable than sitting and listening to full lectures, which learners consider boring and often lead to unmet learning outcomes (Cihangir & Çoklar, 2021).

In addition to being preferred by learners (Abbas & Qassim, 2020; Burhanli & Bangİr-Alpan, 2021; Fleck et al., 2014), YouTube offers authentic examples of regular people speaking every day English (Ghasemi et al., 2011). It is, therefore, one of the most effective ways to achieve success in the language classroom (Bohloko et al., 2019; Roodt & Peier, 2013). The opinion that YouTube is beneficial for language use is further strengthened by the works of Listiani et al. (2020). They concluded that using full captioned videos during lessons improved learners' vocabulary and pronunciation and was a great way to achieve language learning outcomes (Listiani et al., 2020).

YouTube is also an effective way to teach listening skills in the classroom (Pratama et al., 2020), where learners listen to audio instead of reading a text. As with writing skills, many learners also struggle with listening skills (Coşkun & Uzunyol-Köprü, 2021). Teachers, in turn, must look for new ways to address this issue. Pratama et al. (2020) examined how effective and substantial YouTube can be for language teachers, especially to increase the listening skills of learners studying English. They found that teaching listening skills using YouTube videos made learners understand the content effortlessly. They believe that teachers cannot teach without somehow incorporating YouTube into their lessons as it offers limitless and exciting teaching opportunities and learning experiences for both learners and teacher (Pratama et al., 2020). Hoa et al. (2021) shares this opinion stating that YouTube offers many advantages for teaching if used accurately.

In South Africa, using YouTube as an educational tool was largely perceived positively by learners (Maziriri et al., 2020; Roodt & Peier, 2013). In the Free State, Mazirire et al. (2020) found that teachers deemed using YouTube positive, even without knowing how to integrate it into lessons. Generally, learners seemed to enjoy having YouTube videos as part of their lessons; they prefer that teachers use them more often (Balbay & Kilis, 2017).

Even though the vast majority of literature focused on the use of YouTube for English learning (Abbas & Qassim, 2020; Coşkun & Uzunyol-Köprü, 2021; Ghasemi et al., 2011; Hoa et al., 2021; Listiani et al., 2020; Pratama et al., 2020), other subjects can benefit from the use of YouTube as well. Many schools lack science laboratories or equipment (George, 2017; Gudyanga & Jita, 2019) despite science and mathematics being deemed important subjects in all schools. Teachers must, therefore, find alternative ways to teach science regardless of the lack of resources available to them. YouTube can be used to show science experiments, such as chemical reactions, in schools that lack the equipment to do such experiments to meet learning outcomes (Pecay, 2017). Using YouTube videos for science lessons improves learners' cognitive achievement (Koto, 2020).

Despite all the positive uses and feedback on using YouTube as a pedagogical tool, Nacak et al.'s (2020) study found that not all the teachers concurred with this finding. Certain teachers believed that YouTube predominantly had a positive impact and was a suitable educational resource for various lessons. Conversely, a different set of teachers raised concerns about YouTube contributing to technology addiction. A separate group of teachers expressed concern that YouTube usage resulted in a lack of eye contact during lessons, which they considered a disadvantage (Nacak et al., 2020).

2.4.4 Instagram

Instagram can be used as a pedagogical tool to improve motivation among learners learning English (Gonulal, 2019; Handayani, 2019; Pujiati et al., 2019). It can be used as a pedagogical tool to enhance English language learning while learners already use the platform for social purposes. To test this, Erarslan (2019) created an Instagram account at a Turkish university and invited the learners in the experimental group to follow the account for ten weeks. These Instagram posts were systemically designed

around the syllabus content of the course book learners worked through in their formal classes. These learners were asked to interact with the assignments and tasks posted or to comment on the posts. The use of Instagram for this study was designed as an add-on to the formal classes. The study found that Instagram positively impacted learners' language learning based on the achievement results (Erarslan, 2019).

Since most learners already use Instagram in their daily lives and are familiar with its features, teachers will not have to spend too much time explaining how it works, thus saving teaching time (Ang et al., 2022). Fitri Handayani (2019) believes Instagram to be a valuable educational tool in giving teachers and learners an easy way to stay in touch without physically being in a classroom or office. She further states that Instagram offers learners a learning experience they enjoy by permitting them to produce contextually relevant content and ideas (Handayani, 2019). Furthermore, with its live stream feature (Awaludin & Masunah, 2021), Instagram can be used to teach an actual class virtually; learners can tune in and post questions, and the teacher can respond to them in real-time. Awaludin and Masunah (2021) found this feature especially useful during the COVID-19 pandemic when face-to-face teaching was not permitted. Instagram also created student-teacher bonds mainly formed by blending the social and educational aspects (Ghobrini et al., 2022).

Javorcik (2020) further outlines the following ways in which Instagram can be used for teaching and learning: Firstly, feed posts can be used for sharing content related to subjects, such as pictures, videos, animations, or drawings with learners on which they comment. Secondly, the Instagram Stories feature can be used for feedback or assessments where teachers post content-related questions, and learners can answer by providing complete sentences. Instagram Stories can also be used for quizzes or polls. Finally, learners can follow and help each other using content-related hashtags (Javorcik, 2020).

Instagram can be integrated further into teaching and learning English as a Foreign Language (EFL) writing (Nugroho & Rahmawati, 2020). According to Prasetyawati and Ardi (2020), integrating Instagram into teaching and learning can stimulate student engagement in EFL writing. Their study consisted of semi-structured interviews, classroom observations, and Instagram observations. Similarly to the works of Ghobrini et al. (2022), Pujiati et al. (2019), Handayani (2019), and Gonulal (2019)

found that Instagram promoted student engagement as it allows learners to be more actively involved in their learning process. According to Prasetyawati and Ardi (2020), Instagram provided a new learning environment; it allowed collaboration (Carpenter et al., 2020) and student interaction (Ganjoo et al., 2021). According to Prasetyawati and Ardi (2020), integrating Instagram into writing courses increased learners' enthusiasm for their writing projects. Furthermore, it helped learners identify their individual learning styles throughout the writing process (Prasetyawati & Ardi, 2020).

Teaching speaking skills, especially to ESL learners, can be very difficult (Karademir & Gorgoz, 2019; Rizal & Z, 2021). According to Qisthi and Arifani (2018), using Instagram as a teaching tool for listening and speaking instead of traditional methods showed significant differences in results. Instagram can, therefore, be used to post short pronunciation videos with questions in the comment section (Rizal & Z, 2021) for student practice.

While most of the literature in this review focused on using social media applications for English teaching and learning, Ghobrini et al. (2022) from Algeria explored the use of Instagram within a mathematics classroom. They looked at how to take full advantage of the main features of Instagram for educational purposes. The maths classes were all open virtual classes that learners could attend via Instagram, and the platform was used in the following ways: Firstly, the course content was posted on the main feed. Secondly, real-time interaction and question-and-answer sessions were done on the live feed. Thirdly, announcements and project information were posted on the story feature, and finally, Instagram Direct Messenger was used for direct feedback to learners.

Besides using Instagram as a teaching tool for the classroom context, teachers can also use it for collaboration and digital support (Richter et al., 2022). According to Carpenter et al. (2020), 87.7% of teachers in their study used Instagram to search for subject-related ideas and content they could use in their classrooms. In addition, 84.3% of teachers used Instagram to learn from other, more knowledgeable teachers. They also noted that more than half of the teachers indicated their reason for using Instagram was to build a teacher support network to collaborate with other teachers. Lastly, their study also found that over 80% of the participants mentioned that their

sense of self-efficacy had improved since using Instagram and that using it enhanced their content and pedagogical knowledge (Carpenter et al., 2020).

2.4.5 TikTok

TikTok is one of the more recent social media applications on this review list, coming into existence in 2016 (Zeng et al., 2021). Amid the COVID-19 pandemic, in-person classes stopped, and much research explored TikTok as a pedagogical tool for art courses (Hamzah et al., 2021b; Putri, 2021). One such study by Hamzah et al. (2021) took a quantitative research approach using a sample of 103 people between the ages of 12 and 14. They wanted to explore how the TikTok application was used as a learning model in the arts and culture sector during the COVID-19 Pandemic. Similarly, Putri (2021) looked at TikTok as a pedagogical tool for teaching dance lessons online. The study aimed to see how TikTok could be used to teach a dance course during the COVID-19 pandemic. Lecturers would record a dance they choreographed, and learners had to record themselves "stitching" the video with a copy of the dance following the lecturer's steps. The study found that learning through TikTok increased the learners' creativity and was a way to continue learning and assessing amid the COVID-19 pandemic (Putri, 2021). Learners were keen to use TikTok to memorise the movements and found this learning method fun and exciting (Hamzah et al., 2021).

TikTok can also be used to design and support nano-learning strategies (Khlaif & Salha, 2021). Nano-learning is also known as bite-sized learning (Madan, 2021). It is a continuous learning process where learners attain knowledge without spending long hours; it offers shorter learning capsules with maximum useful content (Aburizaizah & Albaiz, 2021). Due to its shorter video time, learners can split the content into smaller segments as part of community-based learning, where learners learn from each other through co-designing videos with the relevant subject content. Learners enjoyed learning via this "bite-sized" method and mentioned that it increased their interest in their courses (Jacobs et al., 2022). Learners also stated that having course content available was convenient as they had easy access to learning (Syarifuddin University & Sinta University, 2022).

In addition, TikTok can be used as a support tool for English pronunciation when using the app to create short videos on pronunciation (Mei & Aziz, 2022). Alternatively, it can

be used to create short, customised instructional videos to meet learning objectives and support student learning (Rahmawati & Anwar, 2022).

2.4.6 WhatsApp

WhatsApp is currently considered the leading messaging application for smart devices (Bouhnik & Deshen, 2014; Lee et al., 2023; Martínez-Comeche & Ruthven, 2021; Suárez-Lantarón et al., 2022). As with Instagram (Ang et al., 2022), many learners use it daily and are familiar with its features. Using it as a pedagogical tool will, therefore, yet again, save teacher and student time, as both might already be familiar with it. After reviewing 192 papers on the educational uses of WhatsApp, Suárez-Lantarón et al. (2022) listed some of their main findings: They found that WhatsApp can be used both formally and informally in the educational sector. Although WhatsApp can be used in all educational stages, it is used 87% more in higher education. Finally, they found that WhatsApp is not limited to smartphones and can also be used on computers (Suárez-Lantarón et al., 2022).

Andujar (2016) believes WhatsApp is a powerful pedagogical tool to encourage second language learning, and it has great potential to motivate student involvement in their learning. Adding to this statement, Haron et al. (2021) explored the likelihood of WhatsApp being used to enhance English language writing in Malaysia. Using a sample of 60 learners, they first wanted to examine learners' opinions on using WhatsApp in English writing. Then, they aimed to identify learners' acceptance towards using WhatsApp as an English language writing platform. They created a WhatsApp group to support learners with their writing skills and promote interaction with their peers. The researchers shared a variety of posts for the learners to interact. These posts included articles, quizzes, videos, and audio related to ESL topics. The learners who formed part of the sample shared their thoughts and ideas after their online classes. They found that the interactive interface of WhatsApp allowed for two-way communication between learners and teachers and between learners. They also found that learners agreed that using WhatsApp positively affected their English writing, as they could type out words, and WhatsApp's auto-correct option would correct their spelling. Based on the questionnaire that learners had to complete, most were very accepting of using WhatsApp as a platform for English writing (Haron et al., 2021).

As with some of the other social media applications in this review, when the COVID-19 pandemic hit, WhatsApp was not overlooked as an option to continue teaching. Munir et al. (2021) explored the advantages of WhatsApp as a learning tool during the COVID-19 pandemic. They found that WhatsApp's collaborative features made it easy for lecturers to stay in touch with their learners, they could continue with assessments, and lecturers could check up on their progress.

Furthermore, teachers could use WhatsApp to send recorded videos and have live video lectures when used as video group calling (Afzal & Abdullah, 2022). Employing WhatsApp as an instructional tool not only facilitated learners in catching up with missed classes but also instilled a sense of security by ensuring continuous access to their teachers (Hamad, 2017). In addition, WhatsApp helped facilitate student discussion and group projects (Lee et al., 2023). WhatsApp for group discussions also decreases student anxiety (Alamer et al., 2022). Their findings are similar to what Said et al. (2014) found when exploring Facebook for teaching and learning, noting that learners were less worried about making mistakes and more eager to participate.

WhatsApp as a pedagogical tool benefits teachers and learners (Afzal & Abdullah, 2022; Alamer et al., 2022; Andujar, 2016; Hamad, 2017; Haron et al., 2021; Lee et al., 2023). It is, however, noted that WhatsApp, as a tool for distance learning, also made it easier for learners to cheat on assessments (Munir et al., 2021).

2.5 Social media applications as assessment tools

Assessment is vital in ensuring learning and teaching effectiveness (Black & Wiliam, 2018) and is needed to see whether learning objectives have been met. It was interesting to see how teachers could employ the use of social media applications in assessment. The use of Facebook, YouTube, X, Instagram, TikTok and WhatsApp as assessment tools for teaching and learning are discussed below.

2.5.1 Facebook

Lim (2021) believes that Facebook can only be used for formative assessments, not summative ones. The key difference between formative and summative assessment is that formative assessments are often used during the learning process to provide feedback to learners (Ganajová et al., 2021). Summative assessments, in turn, are used at the end of a course to evaluate a student's learning (Gezera et al., 2021). With

that in mind, Ersöz and Şad (2018) used Facebook for peer assessment in visual art to assess learners' artwork. A group was created where participants shared photographs of their art, and their peers left comments and likes. Participants stated that the feedback on their art was generally positive and productive. The feedback helped them identify their deficiencies and to look at their art from a different angle. Being peer-assessed boosted learners' motivation and confidence (Ersöz & Şad, 2018).

2.5.2 YouTube

YouTube as an educational tool had many uses (Abbas & Qassim, 2020; Balbay & Kilis, 2017; Bohloko et al., 2019; Gudyanga & Jita, 2019; Listiani et al., 2020; Pratama et al., 2020). However, finding literature to support using YouTube as an assessment tool was scarce. Seidel (2016) talks about video-integrated assessment. Although not explicitly mentioning YouTube, the assessment concept is integrated into the video, where learners must watch a video and then answer questions based on the content. Similarly, Pappas et al. (2017) suggest adopting with-video assignments. It is explained as recording lectures and instructions and learners completing activities based on the content from the video. Once more, they do not explicitly reference the utilisation of YouTube, but given that YouTube is an online video platform, it can certainly be employed on this platform.

Rahayu and Putri (2019) argue that YouTube can be used for formative and summative assessments. For formative assessment, YouTube can be used to evaluate their pronunciation for self-assessment. Subsequently, YouTube can also be used for summative assessment. In speaking assignments, learners record themselves and upload the video to YouTube, which the teacher will then assess for an end-of-course mark.

2.5.3 X

As previously discussed in this review, X is an excellent tool for collaboration (Carpenter, 2014); Chawinga, 2017; Harmandaoglu, 2018; Luo & Franklin, 2015), and according to Cohen and Duchan (2012), can be used as an assessment tool for class discussion. Classroom participation plays a significant role in student learning

(Bekkering & Ward, 2020) and having discussions on X is a sure way to track and assess student participation.

Additionally, X can be used as a tool for diagnostic assessment (Karaoğlan et al., 2014). In education, diagnostic testing is often done to test learners' prior knowledge and to check their strengths and areas for improvement (Farhady & Selcuk, 2022; Jang & Wagner, 2013). The example given by Karaoğlan et al. (2014) is that the teacher posts a series of hashtags related to subject content, on which learners comment. The teacher then views and analyses these comments to see learners' prior knowledge of the subject.

2.5.4 Instagram

Although Instagram is primarily a photo and video-sharing platform (Caliandro & Graham, 2020), Reyna (2021a) outlines a few ways in which Instagram could be used for student assessment in various subjects: In the realm of science, learners have the opportunity to leverage Instagram by creating animated explanations of scientific topics. They can then share these animations on Instagram along with relevant hashtags. Peers can provide feedback on their understanding of the subject, and learners' assessments will be based on this feedback. In Social Studies, Instagram is a platform for learners to reflect on and conceptualise real-life scenarios. For instance, they can capture photos and videos of street protests, documenting them through Instagram to apply theoretical concepts in practical settings. In Biology, Instagram has become a tool for capturing and cataloguing various insects. The caption option allows learners to provide background information on the insects, enhancing their understanding of the subject. Lastly, within the marketing field, Instagram proves valuable for advertising products and measuring their outreach to the audience.

Using Instagram for various subjects is limitless and requires only a great imagination from teachers to implement it in creative ways for assessment (Reyna, 2021a). We live in a world where young people thrive on likes and reactions on social media (Li et al., 2021). Thus, giving feedback to learners in their preferred mode of communication makes Instagram an excellent formative assessment tool (Reyna, 2021b).

2.5.5 TikTok

The TikTok stitch option was helpful as an assessment method for a dance class (Rahayu & Putri, 2019). First, the lecturer recorded a choreographed dance that was shared with learners. Learners, in turn, had to "stitch" the dance with themselves dancing. This was done for an assessment during COVID-19 when in-person classes were not allowed (Rahayu & Putri, 2019). TikTok can be used as an assessment tool for Project-Based Learning (PBL) (Tan et al., 2022), where learners present their projects on TikTok. Project-based learning can be defined as a student-centred approach to learning where learners partake in real projects under the supervision of their teacher (Markula & Aksela, 2022).

2.5.6 WhatsApp

Nirgude and Naik (2017) suggest using WhatsApp formatively for peer assessment to prepare for exams. Learners study their content and post questions in their WhatsApp groups; other learners have a time limit to answer those questions. Geete et al. (2020) researched using WhatsApp as an online assessment tool during the COVID-19 pandemic in poorly-resourced settings. It was used for sharing examination question papers with teachers and learners and for swift communication and collaboration among teachers and learners (Geete et al., 2020).

With all the benefits and uses of social media applications listed above, teaching with them can only be successful if teachers integrate them correctly (Aydoğmuş et al., 2023). It is, therefore, essential for teachers to understand how to integrate social media applications into their teaching and learning.

2.6 Theoretical framework

There are several approaches currently being adopted in research into technology. For this research, the researcher explored three basic frameworks: the Technological Acceptance Model (TAM) framework, the Substitution Augmentation Modification Redefinition (SAMR) framework and finally, the Technological Pedagogical Content Knowledge framework (TPCK).

The TAM framework was introduced by Fred Davis in 1986 (Ma & Liu, 2004). The TAM framework's focus is to show how technology users accept it and how they use it (Mugo

et al., 2017). It does so with guidance of three components to the framework; the users' intention to use (IU) the technology, the users' views on the technology's perceived usefulness (PU) and the perceived ease of use (PEU) of the specific technology (Uche et al., 2021).

The second framework that the researcher looked at was the SAMR model. The model was introduced by Dr Ruben Puentedura in 2006 (Rehman & Aurangzeb, 2021). This framework looks at how technology can be used to enhance or transform learning (Nair & Chuan, 2021). It consists of four levels: Substitution, Augmentation, Modification, and Redefinition (Hamilton et al., 2016). Substitution happens when technology acts as a tool to substitute traditional teaching methods but with no practical change. Augmentation is a direct tool substitute with no practical improvement (Castro, 2018). The modification level allows a learning task to be restructured, while the redefinition level allows for creating tasks that could not be completed without technology (Blundell et al., 2022).

The researcher opted to use the TPACK framework to explore how grade 6 and 7 teachers were using social media applications as pedagogical tools for teaching and learning. The focus was primarily on the Technological Pedagogical Knowledge and Technological Content Knowledge of the TPACK when integrating these social media applications.

Since the SAMR framework focuses on how technology can be used at each level in the classroom (Romrell et al., 2014), the SAMR model on its own would not have sufficed as a theoretical framework for this study. This study explores how teachers integrate and use social media applications as pedagogical tools. SAMR would suffice to a certain extent, but it cannot answer some of the secondary research questions such as: (1) Which social media applications do teachers find useful as pedagogical tools and why? (2) How do teachers integrate social media applications into their teaching and learning activities?

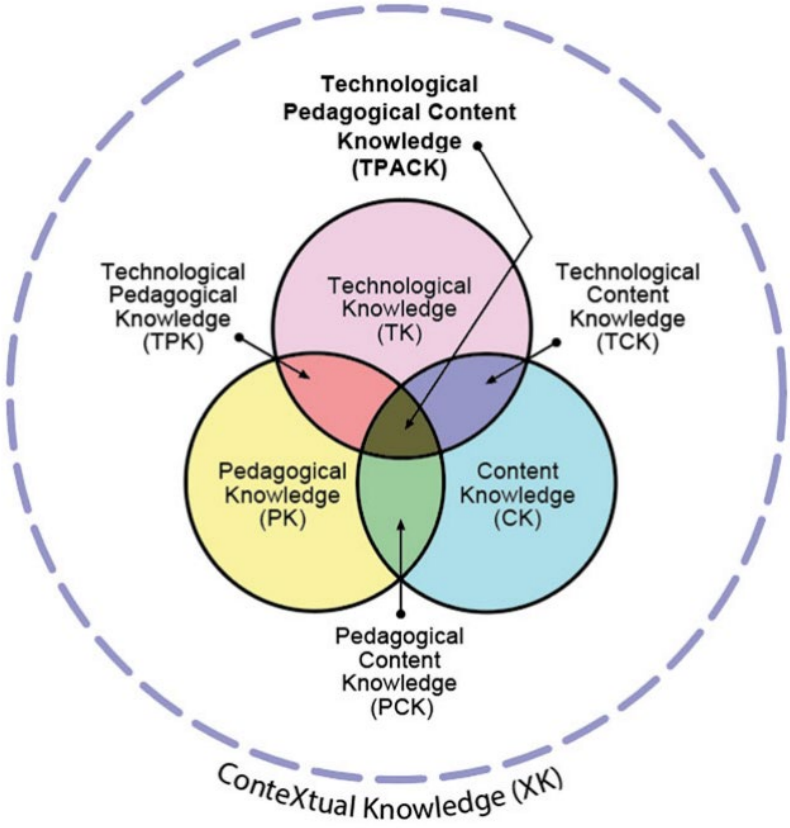
These questions can be answered better using the TCK and TPK components from the TPCK.

The TAM model was a good contender; however, it does not explicitly specify the type of professional knowledge teachers need to integrate technology meaningfully into

their teaching and learning (Scherer et al., 2018). Looking at the different types of knowledge that a teacher needs to integrate technology into their lessons is something that TPACK does very well with each of its components.

This study made use of the Technological Pedagogical Content Knowledge framework. The TPCK framework, illustrated in Figure 2.1, builds on Shulman's descriptions of PCK (Shulman, 1986), which describes how teachers' understanding of educational technology is interconnected to produce effective teaching with technology (Koehler, Mishra, & Cain, 2013). The TPACK consists of seven components: Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), and finally, Technological Pedagogical Content Knowledge (TPACK) (Schmidt et al., 2009).The TPACK framework guides the teachers, supporting designing and integrating context-specific technological strategies into teaching and learning (Freitas & Spangenberg, 2019). The TPACK model (See Figure 2.1) is surrounded by a dotted line named Contextual Knowledge (XK), which focuses on the logistical and situational limitations in which teachers work (Mishra, 2019).

Figure 2.1: The TPCK framework



Source: Koehler, Mishra, and Harris (2009)

The three main components of the TPCK framework are CK, PK and TK, which overlap to create the other four components. One of the main components, CK, refers to an individual's knowledge of a specific subject or discipline and varies between different educational contexts (Koehler, Mishra, Akcaoglu, & Rosenberg, 2013). Dirgahayu & Setiaji (2019) believe that sound CK is necessary for transforming subject matter creatively for learners to learn and meet learning outcomes. Pedagogical knowledge (PK), in turn, deals with the individuals' vast knowledge of teaching practices and knowledge (Naaz & Khan, 2018). It relates to the teachers' knowledge of classroom management, student learning, student assessment, instructional implementation, and planning (Jalani, 2020). Technological knowledge (TK) shows the understanding of how to use certain technologies in specific contexts (Kara, 2021). Teachers should have sound knowledge of various hardware and software solutions and how to integrate it into the specific subject content (Fahadi & Khan, 2022).

PCK is derived from PK and CK, and refers to teachers' knowledge of which pedagogy is applicable and appropriate to teach specific subject content (Kim, 2018). It deals

with the teaching and learning of the curriculum, assessments and teaching styles to improve learning (Koehler & Mishra, 2009).

The TPK is derived from the two overlapping components, TK and PK. The TPK is concerned with the individual's knowledge of using various technologies in teaching and understanding how to use them to enhance teaching (Naaz & Khan, 2018). Jaipal-Jamani and Figg (2015) view the TPK as teachers' practical teaching abilities during planning and implementing teaching.

The component that combines technology with content is known as the TCK (Nurhidayah & Suyanto, 2020). It relates to the knowledge that makes it possible to decide on the appropriate technology and equipment for the specific subject content that needs to be taught (Agustini et al., 2019). All these components together create the TPACK.

The TPACK model, as illustrated in Figure 2.1, is encircled by a dotted line representing the Contextual Knowledge (XK). Although significant research has been done on TPACK itself, Contextual Knowledge is often omitted (Rosenberg & Koehler, 2015). The Contextual Knowledge component can be considered anything from the teachers' knowledge of available technology to the teachers' knowledge of educational policies regarding technologies within the educational system (Mishra, 2019).

All the components combined create the TPACK. This framework illustrates teachers' abilities to integrate technology into their teaching for effective learning (Malik et al., 2018). The TPACK model transforms teaching and learning activities as it allows for the creation of strategies to teach and learn using technology (Salas-Rueda, 2020). Knowledge of teaching and materials in the 21st-century is not sufficient and teachers therefore need a combination of knowledge about material content, pedagogical skills and technological skills, also known as the TPACK (Akhwani, 2020).

This study aims to look at Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK). Technological Content Knowledge, as mentioned previously, refers to the teachers' understanding of which technologies are best suited for which subject matter or how the technology alters the teaching of the subject content (Koehler et al., 2009). The researcher aims to see how teachers integrate social media applications into their lessons.

Furthermore, Technological Pedagogical Knowledge (TPK) refers to teachers' knowledge of effectively integrating technology into their teaching or teaching with technology to achieve outcomes (Schmidt-Crawford et al., 2009; Zaidi & Hussain, 2020). In this study, the researcher explored how teachers used the features of the selected social media applications to teach their lessons to support meeting lesson outcomes.

2.7 Conclusion

This chapter presented the literature study conducted by the researcher after the study commenced. The literature review focused on six social media applications: Facebook, X (previously known as Twitter), YouTube, Instagram, TikTok, and WhatsApp. The chapter introduced the term "social media applications" and delved into the diverse perspectives surrounding these platforms, encompassing both positive and negative views.

To explore each social media application in detail, the researcher divided the discussion into three main sections:

1. Social media: In this section, each social media type was defined and thoroughly examined.
2. Social media applications as pedagogical tools: The researcher presented how each social media application has been utilised as a pedagogical tool based on the literature review.
3. Social media applications as assessment tools: This section specifically focuses on using each social media application for assessment purposes. Notably, it was observed that these applications significantly impacted student interaction and motivation. However, most applications were predominantly employed for formative rather than summative assessments.

Furthermore, the chapter explored the rationale behind selecting the theoretical framework for this study. Before settling on a specific framework, the researcher also considered two other frameworks, namely TAM and SAMR, which were briefly discussed in this section. The chosen framework, TPACK, was extensively explored, emphasising the two components the researcher specifically employed for this study.

CHAPTER 3: METHODOLOGY

This chapter will discuss the research methodology that was used for this study. The chapter starts by providing insight into the research paradigm whilst defining and describing the ontology and epistemology of the research. This chapter continues to describe the research approach and the research design and further explains why these approaches suited this study. Moreover, this chapter offers a comprehensive description of the study's context, providing readers with a clear understanding of the school and classroom setting in which the research is conducted. Following the context of the study, information regarding the sample and selection of participants is discussed. The researcher first looks at and describes the type of sampling and why this method was appropriate for this study.

The data collection strategies and data analysis are discussed next. The researcher describes the data collection instruments and why each was selected for the study; she further explains how they align with the theoretical framework and research questions. Moreover, the data analysis describes how the instruments were analysed and the data stored. Finally, this chapter discusses the quality criteria and the ethical considerations applicable to the study.

3.1 Paradigm

The word paradigm is of Greek origin and means pattern (Kivunja & Kuyini, 2017). The paradigm guides how researchers approach their research topic (Kamal, 2019). The study followed an interpretivist approach. Interpretivists believe that there are multiple realities and that different individuals will experience the same phenomenon in their own unique way (Ryan, 2018). The researcher asked the school's Grades 6 and 7 teachers to teach a lesson using social media applications as a pedagogical tool in their classrooms. However, they all had different experiences or opinions about integrating social media applications into their lessons.

Ontology is the belief system that reflects how an individual interprets the world around them. It refers to the researcher’s view of reality (Don-Solomon & Eke, 2018; Sefotho, 2018). Ontology answers the question, what is there to know about the reality out there? (Ahmed, 2008). Epistemology refers to the nature and the root of knowledge; in other words, how do we know what we know? (Moser, 2010). Interpretivists adopt a

relativist ontology. Relativism justifies that individuals often have differences in opinions caused by differences in perspectives (Hautamäki, 2020). Furthermore, the research takes a constructivism epistemology. Constructivists highlight the significance of awareness, individual choice, and societal impacts on learning (Aitchison, 2019).

This study investigated how Grades 6 and 7 teachers used social media applications as pedagogical tools for teaching and learning. Every teacher has their own teaching style or manner in which they prefer instruction in their classroom (Ridwan et al., 2018). Therefore, each teacher has unique ways of integrating social media applications into their teaching. Each teacher also had a different teaching experience with their selected social media application. The interpretivist approach allowed the researcher to understand the teachers' perceptions of how social media applications can be integrated and used as pedagogical tools.

3.2 Methodological approach

Since the study focused on exploring teachers' integration of social media applications as pedagogical tools and teachers' perceptions on how social media applications as pedagogical tools will influence achieving learning outcomes, a qualitative approach was chosen. Qualitative research is subjective and explores participants' views rather than measuring or predicting views (Elkatawneh, 2016). Generally considered inductive (Casula et al., 2021), exploratory research aims to explore and provide new explanations for previously overlooked phenomena of a given reality (Reiter, 2017). This study is, therefore, exploratory in nature.

3.3 Research design

The research design process is vital as it determines how sought-after information for a study was acquired (Jilcha, 2019). Research design proceeds from the underlying philosophy and commences to specify the sample (collection of participants), data gathering, and analysis methods to be used; the choice of design is influenced by the researcher's ontological and epistemological perspectives (Maree, 2016).

This study opted for a case study design. A case study design is an intensive study of an individual or group of people in a specific context (Gustafsson, 2017; Ridder, 2017). A case study process is a linear yet iterative process used in many situations to

contribute to our understanding of an individual, social, political, organisational and related phenomena, to name but a few (Yin, 2009). It allows the researcher to have an in-depth, multi-faceted investigation of complex situations in a real-life context (Crowe et al., 2011). A case-study design allows a researcher to answer the questions “how” or “why” (Diop & Liu, 2020).

This study aimed to explore, amongst others, how seven teachers within a specific context (in this case, a public primary school in the Western Cape in South Africa) integrated social media applications as pedagogical tools into their lessons to achieve learning outcomes. For these teachers to effectively employ social media applications as pedagogical tools, they had to integrate their understanding of various social media platforms with teaching strategies. As each of these teachers had a different experience teaching with social media applications as pedagogical tools and the research in question has no clear or single outcome, the case study could be labelled an exploratory case study (Baxter & Jack, 2008).

3.4 Context of study

The school at which the study was conducted is a full-service public school situated in Cape Town. "Full-service/inclusive schools are, first and foremost, mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. They should strive to achieve access, equity, quality, and social justice in education"(DBE, 2010, p. 7). The school is mandated to teach the foundation and intermediate/senior phases and had 960 learners and 44 staff members in 2020. In 2018, the school renovated their old resource classroom into a media centre. The media centre was equipped with three computers, three printers, an interactive whiteboard, a smart television, and a station with 25 tablets. Unfortunately, not all of the tablets were in working condition, and tablets were often shared between two or more learners. The Grade 7 classrooms each had an interactive whiteboard. The school collaborated with the Western Cape Education Department (WCED) and received new computers for their computer room, known as the Slim Lab, and their new media centre.

Despite being in an affluent neighbourhood, the school caters to a diverse student population. Many learners attending the school reside in neighbouring areas, including

informal housing settlements. It is common for the learners to come from single-parent households or live with their grandparents.

Regarding the classroom setup, the average class size typically ranges from 32 to 38 learners. In the Foundation and Intermediate phases, the teaching approach is class-based, where each teacher instructs all subjects to their respective class. However, subject-based teaching is implemented in the Senior Phase, which comprises four Grade 7 classes. In this phase, teachers move to different classrooms to deliver subject-specific content during the allocated subject periods.

3.5 Sampling

When a researcher uses pre-determined criteria to select a small data set from a larger population, it is considered sampling (Bhardwaj, 2019). Sampling is used when it is impossible to include an entire population in a study, as it would be too expensive and time-consuming (Maree, 2016).

This study made use of purposive and convenience sampling. Purposive sampling is used when all participants available are not necessarily included in the study but only those who meet a pre-determined specific criterion (Alvi, 2016). Convenience sampling is used when the researcher chooses a sample which is easily accessible to the researcher (Etikan et al., 2016). The participants were selected according to the following criteria:

- Only teachers from the Intermediate and Senior Phases were selected.
- Only Grade 6 and Grade 7 teachers have been selected to participate.
- All teachers have a teaching degree from a recognised South African university.
- All teachers were teaching all the subjects presented to the learners in the grade.
- All teachers were teaching at the selected Cape Town school at the time of the study.

The researcher used to work at the school where the study was conducted, so the sample was easily accessible.

3.6 Data collection strategies

Data collection is the systematic approach a researcher takes to gather and measure information from various sources to form an accurate picture (McLaughlin, 2021). The research instruments for this study are surveys, document analysis in the form of analysing teachers' lesson plans, and semi-structured interviews.

The survey was the first instrument used for this study. Surveys consist of pre-determined questions and are often used when the researcher wants to assess thoughts, ideas, and feelings regarding a particular topic (Kabir, 2016). This study's survey (see Appendix 1) was created on Microsoft Forms and was digitally shared with participants. The survey encompassed a variety of question types, including multiple-choice questions, open-ended questions, and questions that measure opinions, attitudes, or behaviours on Likert scales. Multiple-choice questions were employed to gather background information on the teachers, such as their age, years of teaching experience, and subjects taught. This approach was chosen to save participants' time, as they could simply select from the provided options, expediting the survey response process.

Likert scale questions were utilised to gauge participants' familiarity with the different social media applications ranked to evaluate satisfaction levels, quality, importance, agreement, disagreement, or frequency (Joshi et al., 2015). This format allowed participants to rate their experiences on a scale from one to five, providing valuable insights into the extent of their experience and comfort with these applications.

Additionally, the survey consisted of open-ended questions. Open-ended questions allow respondents to offer diverse answers without being limited to predetermined options (Hyman & Sierra, 2016). The open-ended questions were incorporated to encourage participants to elaborate on their responses to the Likert scale questions and express their opinions on the impact of social media application usage in the classroom. By combining Likert scales and open-ended questions, the researcher was hopeful that they would achieve brevity while still capturing valuable data and allowing participants to provide the reasoning behind their choices.

As part of the first research question, the survey was strategically crafted to explore participants' knowledge and prior experience in utilising social media applications for teaching and learning. Additionally, it investigated the specific social media

applications that teachers found beneficial as pedagogical tools, along with the reasons behind their choices. This comprehensive survey yielded valuable insights into teachers' familiarity with using social media applications in an educational context.

As a result, the survey could potentially offer significant data concerning the Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK) within the framework, enhancing our understanding of how teachers integrate technology into their teaching practices.

Document analysis was the second instrument used for this study. Researchers use document analysis when reviewing or evaluating documents to understand and know specific subject matter (Bowen, 2009). Teachers had to complete the planning template (see Appendix 2) and submit this document for analysis. The researcher created the lesson plan template as she wanted all teachers to use the same template to ensure consistency in the type of information collected.

Swargiary and Roy (2023) highlight the significance of lesson plan templates in lesson planning: Firstly, they streamline the planning process by saving teachers the effort of crafting plans from scratch. Secondly, these templates provide a structured framework that guides teachers in planning. Finally, they play a vital role in ensuring the comprehensive inclusion of all essential components within the lesson (Swargiary & Roy, 2023). The template served as a guide and ensured that all the participants included the same elements in their lesson plans. The lesson plans provided by the school did not necessarily require teachers to list technological use or, more specifically, the use of social media applications. The lesson plan provided by the researcher served as a framework and therefore required participants to list the relevant technologies and social media applications used and the option to stipulate how both teachers and learners used them.

This instrument explored how teachers planned to integrate social media applications as pedagogical tools in their lessons, addressing research question two. Subsequently, teachers implemented these lesson plans during their teaching sessions. Through thoroughly analysing these lesson plans, the researcher hoped to garner valuable insights regarding the teachers' TCK, shedding light on this particular aspect within the research framework. This analysis allowed a deeper understanding

of how teachers leverage technology to enrich their content delivery and enhance the learning experience.

The lesson plan template is accompanied by an analysis grid (see Appendix 3), used to analyse the information in the lesson plan. The researcher created the analysis grid based on the lesson plan's information. The analysis grid served as a checklist to see whether participants included all the required information in the lesson plan, especially regarding social media applications. Additionally, the analysis grid proved instrumental in shaping further questions for the semi-structured interview.

The last instrument, semi-structured virtual interviews, focused on research question three: How do teachers perceive social media applications as pedagogical tools influencing learning outcomes? Interviews explore participants' views, beliefs and/or experiences of a specific phenomenon (Gill et al., 2008). The semi-structured interviews were conducted virtually after teachers presented the planned lesson to investigate how teachers perceive using social media applications as pedagogical tools to influence learning outcomes. With the participants' consent, the interviews were recorded for the researcher to review afterwards.

The interview questions were thoughtfully crafted to gain valuable insights into the participants' teaching experiences with social media applications. By conducting a semi-structured interview, the researcher had the flexibility to explore any aspects that might have been omitted from the lesson plans. This approach also enabled the researcher to delve deeper into interesting topics that emerged during the interview but were not initially covered in the predetermined questions (Elhami & Khoshnevisan, 2022). The semi-structured format facilitated a more in-depth and comprehensive understanding of the participants' perspectives, enriching the overall findings of the research.

3.7 Data analysis

Data analysis can be defined as the process of minimising vast amounts of data that have been collected so that it makes sense to individuals interacting with the research (Kawulich, 2015). The researcher used content analysis for this study. Content analysis is a systematic technique used to condense words and text and categorise it according to content (Stemler, 2001).

The survey was analysed first. Subsequently, the researcher entered all the questions with their respective answers from the different participants into an Excel sheet. Excel has traditionally served as a powerful tool for quantitative analysis, aiding in discovering patterns, relationships, and combinations within data (Tempone, 2005). This allowed the researcher to find similarities and differences between the participants' views. From this, the researcher could summarise findings and use important or interesting facts to draw conclusions and create graphs. The feedback from the survey is only available on the Microsoft Forms platform, to which only the researcher has login details. The raw data on the Excel sheet is password protected, and a copy is saved to a Google Drive, to which only the researcher and researcher's supervisors have access.

The lesson plan was analysed using the analysis grid. The researcher looked specifically at how the participants integrated the social media application(s) into their lessons. The lesson plan allowed the researcher to gain insight into the types of knowledge the participants claimed to have in the survey. It also assisted in preparing for the semi-structured interviews as the researcher could then prepare to ask any questions regarding the use of the application, which was not explicitly stated in the lesson plan. The lesson plans were stored in a password-protected document, and a copy of all documents has been saved on a Google Drive, which only the researcher and the researcher's supervisors could access.

The researcher conducted all interviews via Google Meet. Google Meet is a free and secure online meeting platform (Google, 2023). The researcher then used Airgram as an add-on to Google Chrome to record and transcribe the interviews. Airgram records, transcribes and summarises interviews with time stamps (Airgram, 2023). The data is stored on the Airgram website under the researchers' profile. The data was downloaded to the researcher's personal computer and again saved in a password-protected folder. The transcribed data was saved in a Word format and analysed, looking for themes, which the researcher then colour-coded to categorise the different ideas used to present the findings that are inductive in reasoning.

The survey served as the first data collection instrument, providing the researcher with insights into participants' thoughts and opinions on using social media applications for education even before conducting the actual lessons. It briefly explains the

participants' knowledge of specific social media applications. On the other hand, the lesson plan functions as a means to assess whether teachers are effectively implementing the social media applications discussed in the survey and how they plan to use them. It helps determine whether there is alignment between what teachers claim in the survey and what they indicated in their lesson plans. The interview plays a crucial role in reflecting on and triangulating the research process. It clarifies any misunderstandings and avoids potential assumptions that the researcher might make solely based on the survey and lesson plan data. Through interviews, the researcher can gain deeper insights into participants' experiences and perspectives, providing a more comprehensive understanding of the use of social media applications in education.

3.8 Quality criteria

Nassaji (2020) states that good qualitative research should be rigorous, well-informed, and meticulously documented. The quality criteria of a study should focus on its merit, relevance, suitability, significance and ethics (Yadav, 2021). The quality criteria for this research were credibility, transferability, dependability, and confirmability, which are further described below.

3.8.1 Credibility

When referring to credibility, we refer to the confidence in the accuracy of the study's findings (Kennedy-Clark, 2012). Credibility is concerned with the aspect of truth-value. It exhibits whether the research findings constitute a plausible interpretation of information drawn from participants' original data (Korstjens & Moser, 2017). This study used methodological triangulation and member checking. According to Heale and Forbes (2013), triangulation in research refers to using more than one collection instrument when researching a topic. Triangulation aims to increase the findings' validity by confirming a proposition using two or more rigorous approaches.

According to Honorene (2017), this triangulation method takes place by interviewing participants at different times in various locations; for example, interviews occur in a private setting instead of a public one. After collecting the surveys and lesson plans from participants, the researcher had a follow-up interview with the participants. These methods, in turn, will result in a detailed picture of the results (Heale & Forbes, 2013).

The researcher used three different data collection instruments, and the interview was also subjected to member checking.

3.8.2 Transferability

Transferability deals with how applicable your study is in contexts outside where you are doing your research and whether your findings are transferable to different settings (Korstjens & Moser, 2018).

All schools in the district had similar classroom environments and technology provided by the Western Cape Department of Education. The researcher has thoroughly described the context and research assumptions central to the study, so the judgement on how sensible the findings are to transfer will be the responsibility of the person who wishes to transfer the data. Schools in the same district where the study is being conducted will be able to use the findings of this study. Other districts could benefit from the findings after considering the context of this study and the applicability thereof in their respective contexts.

3.8.3 Dependability

Dependability refers to how consistent and sound the research findings are (Korstjens & Moser, 2018), even over time. To assure dependability, the researcher kept a record of the entire research process by keeping a journal. The research process was documented, including all the steps, motivations, and reasoning behind the decisions taken. The study's purpose was explained in detail before the study was conducted. The researcher described the sample in terms of how the participants were chosen and why they specifically fit the criteria. Subsequently, the researcher discussed how the data was collected and which instruments were utilised. The researcher then addressed the choice of each collection instrument. The raw data was added as appendices to the document, and the researcher summarised, transcribed, and analysed the data to find important themes. Furthermore, the findings were then presented in a meaningful way. Keeping track of the entire process allowed an external person to review the research and see the path taken. The documentation of this research ensures that a separate researcher could repeat the process and most probably come to the same findings.

3.8.4 Confirmability

Confirmability ensures that the research findings are not influenced by the researcher's personal biases or assumptions but are instead rooted in the biases and assumptions of the participants (Kasirye, 2021). It focuses on how the researcher can verify and support the credibility of the findings (Korstjens & Moser, 2017). In this study, confirmability was ensured through triangulation of sources and member checking.

To maintain confirmability, the researcher conscientiously avoided any personal assumptions while analysing the data, striving to adopt an entirely unbiased perspective. It is important to be cautious about biases, especially as the study was conducted at the researcher's own school, and she was familiar with the context and participants.

Throughout the study, the researcher incorporated quotes from participants in the final report to provide transparency and allow readers to assess the interpretations and conclusions drawn from the data. By including these direct quotes, the researcher aimed to enhance the confirmability of the research findings, promoting trustworthiness and accountability in the research process.

3.9 Ethical considerations

Researchers must ensure that each part of their study is conducted honestly and objectively (Davis & Lachlan, 2017). Therefore, researchers should always ensure that their participants are safe from harm (Cacciattolo, 2015). Scientists and researchers are bound to a specific code of conduct when gathering data from individuals. These ethical considerations safeguard the rights and well-being of research participants, promote the credibility of the research, and uphold the integrity of the scientific process.

Ethical considerations for this study were informed consent, anonymity, privacy and confidentiality, voluntary participation, protection against potential harm, and communication of results. These considerations will be further discussed below.

3.9.1 Informed consent

The participants have been informed timeously about the nature and purpose of the study. The participants were allowed to ask questions or raise any concerns they might

have had before signing the consent forms. This includes concerns about the research procedure and any risks/benefits. The study and data collection process were explained to the participants. No questions were posed to participants before ethical clearance was obtained from the Department of Basic Education in the province as well as the principal of the school. The participants signed a letter of consent stating that they were informed of the title and scope of the study and that they understood that they were in no way forced or coerced into participating in the study. The consent forms have been stored in a protected folder with all other important raw data. All documents were backed up and stored on a password-protected drive linked to the researchers' email. Only the researcher has access to these documents.

3.9.2 Privacy and confidentiality

All participants have a right to privacy and were referred to using pseudonyms. No names were mentioned in the study, and participants were referred to as Participants 1- 7. Information will be kept confidential and published anonymously in the dissertation, articles, and conference presentations.

3.9.3 Voluntary participation

Participation in this study was voluntary, and participants were not coerced or influenced into participating. Participants could withdraw at any time, and their wishes to do so would be respected and not questioned, as stipulated in the consent form.

3.9.4 Potential for harm

Typically, individuals must be at least 13 years old to register for or use social media platforms. As this study focuses on grade 6 and 7 learners, not all of them may have met the legal age requirement to do so. However, all necessary measures were taken to uphold ethical standards throughout the process. Learners used the social media applications under the supervision of their teachers. Moreover, learners were never obligated to register themselves on any social media applications; in the majority of instances, teachers had created accounts for the class.

3.9.5 Conflict of interest

Despite initially working at the school where the research took place, the researcher had changed schools before the commencement of the data collection process. The

researcher adhered to all ethical procedures and demonstrated no bias in interpreting the research findings.

3.9.6 Alignment of collection instruments

The following table illustrates the alignment of the instruments to the theoretical framework and research questions. Research Question 1 pertains to the theoretical framework's Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK) constructs. It was addressed using Questions 3-10 of the survey. Research Question 2 focused on the Technological Pedagogical Knowledge (TPK) component and was addressed through document analysis, specifically analysing the completed lesson plan templates provided by the participants. Research Question 3 investigates the TCK and TPK constructs of the theoretical framework. The researcher employed a semi-structured interview, utilising Questions 1-14 to address this question.

Finally, Research Question 4 explores the Technological Pedagogical Knowledge (TPK) aspect and was addressed using both document analysis of the lesson plan templates and selected questions (7 and 9) from the survey.

Table 3.1: Alignment of instruments

Research question	Theoretical framework	Instrument	Questions
RQ1	TCK and TPK	Survey	3-10
RQ2	TPK	Document analysis (Lesson plan templates)	
RQ3	TCK and TPK	Interview schedule	1-14
RQ4	TPK	Document analysis (Lesson plan templates), Interview schedule	7,9

3.10 Conclusion

The methodology chapter of a research study is very important as it provides readers with a clear understanding of how the research was conducted (Patel & Patel, 2019). It outlines all the essential steps the study took and the rationale behind each decision. This study adopted an interpretivist approach and utilised a case study design. The research explored how seven grade 6 and 7 teachers integrated social media applications as pedagogical tools in a primary school in the Western Cape, South Africa.

The school selected for the study is a full-service, public school located in an affluent neighbourhood. However, it should be noted that most learners come from neighbouring areas, which include informal settlements. To gather data for the research, the researcher designed an online survey, a lesson plan template, and questions for a semi-structured interview. Additionally, the researcher discussed the quality criteria used in the study.

All participants were assigned pseudonyms to ensure anonymity. Participation in the study was voluntary, and participants could withdraw at any time without any repercussions. Ethical clearance was obtained before posing any questions to the participants, and the aim of the study was thoroughly explained and discussed with the participants.

However, the study has certain limitations, including the small sample size and the specific choice of the primary school. As a result, the findings cannot be generalised to a larger population. Furthermore, the chapter includes a tabular representation illustrating how all the research instruments align with the secondary research questions, providing a comprehensive overview of the research process.

CHAPTER 4: FINDINGS

This chapter presents the findings of the study, which explored how Grades 6 and 7 teachers utilise social media applications as pedagogical tools. The research was grounded in the TPACK theoretical framework, specifically focusing on the TCK and TPK constructs. Data on teachers' usage of social media applications in their teaching practices were gathered through a survey, lesson plan template, and semi-structured interviews.

The chapter initially provides a comprehensive table (Table 4.1) containing biographical information about the participating teachers. It then examines the findings from each data collection instrument in detail. Subsequently, the chapter discusses the insights obtained from each instrument and analyses how these findings align with the TCK and TPK constructs within the chosen theoretical framework. Participants were assigned pseudonyms and will be referred to as P1-P7 to protect their identities. The lesson plans will be denoted as L1-L7, corresponding to the participant mentioned. During the course of the study, Twitter underwent a name change to X. Since the study was conducted whilst the application was called Twitter, these names will be used interchangeably.

4.1 Findings from the survey (Appendix 1)

The following section will discuss and present the findings that emerged from the first data collection instrument, the survey (See Appendix 1). The survey consisted of Likert-scale and open-ended questions. It gave the researcher an idea of what social media applications teachers are already familiar with and use in their classrooms. For this study, it also gave the researcher insight into teachers' beliefs on using social media applications as pedagogical tools before using them in their classrooms.

4.1.1 Biographical details of the participants

The survey played a crucial role in gathering biographical information about the group of seven Grades 6 and 7 teachers. Table 4.1 provides a detailed description of each participant's age, gender, and the grades they taught at the school where the study occurred.

The data presented in Table 4.1 indicates that most teachers are relatively young, with five out of seven teachers aged 30 or younger. Although age does not play a role in

instructional ICT use, (Keržič et al., 2021), younger teachers could potentially relate to the use of social media applications more than older teachers (Aydoğmuş et al., 2023).

While not intentional, it is noteworthy that the sample predominantly consists of female teachers, with only one male teacher among the participants. Another interesting fact is that most of the participants (four out of seven) have less than four years of teaching experience.

Table 4.1: Biographical details of the sample

Pseudonym	Age range	Gender	Grade taught	Years of teaching experience
Participant 1 (P1)	25 or younger	Female	7	Less than four years.
Participant 2 (P2)	36-40	Female	6	11- 15 years
Participant 3 (P3)	26-30	Male	7	Less than four years.
Participant 4 (P4)	25 or younger	Female	7	Less than four years.
Participant 5 (P5)	25 or younger	Female	6	Less than four years
Participant 6 (P6)	26-30	Female	6	5 - 10 years
Participant 7 (P7)	31-35	Female	6	5 – 10 years

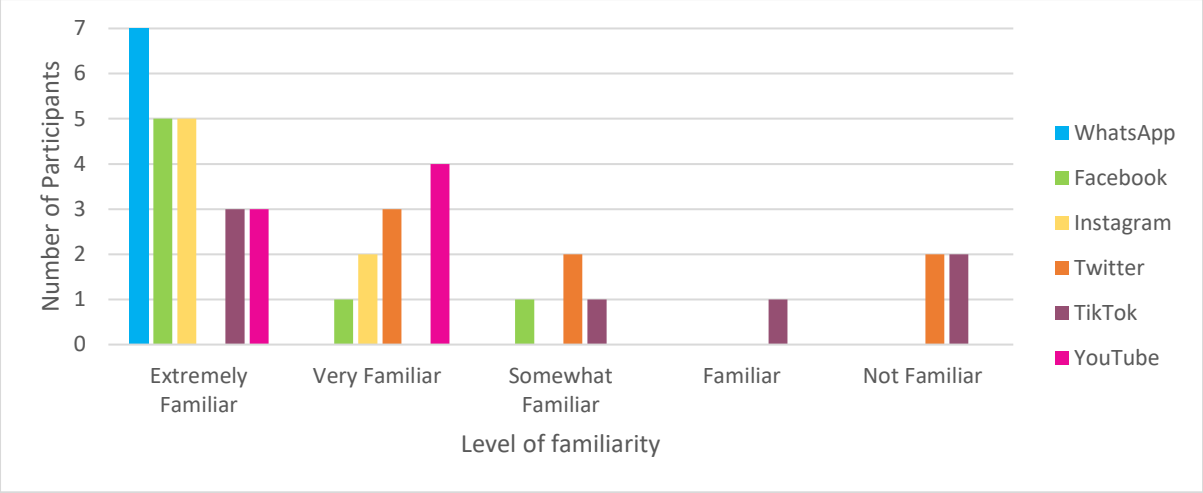
4.1.2 Background: Teachers' familiarity with social media applications

The survey was first used to understand which social media applications teachers found useful. However, a further investigation created a more precise picture when analysing the lesson plans and interviews. The discussion below outlines data from the surveys, while additional information and ideas gathered from the lesson plans and semi-structured interviews will be discussed under the relevant sections.

The participants (P1-P7) in the study were asked about their familiarity with various applications, and YouTube and WhatsApp emerged as the two most familiar apps among all participants (see Figure 4.2). X and TikTok were the two applications they seemed least acquainted with. Specifically, P6 and P7 reported being somewhat familiar with X, while P2 and P5 were unfamiliar with it. On the other hand, only P6

mentioned being somewhat familiar with TikTok, while P2 and P5 had never used it and were unfamiliar with the platform. Participants P1, P3, P6, and P7 were all familiar with TikTok. An interesting observation is that the participants' age might have played a role in their familiarity with these applications. It was noted that three out of the seven participants (P1, P4, and P5) were younger than 25 years old. According to Dilon (2023), TikTok is predominantly used by teenagers, which could explain the varying degrees of familiarity with TikTok among the participants (see Figure 4.1).

Figure 4.1: Participants' familiarity with different Social Media Applications

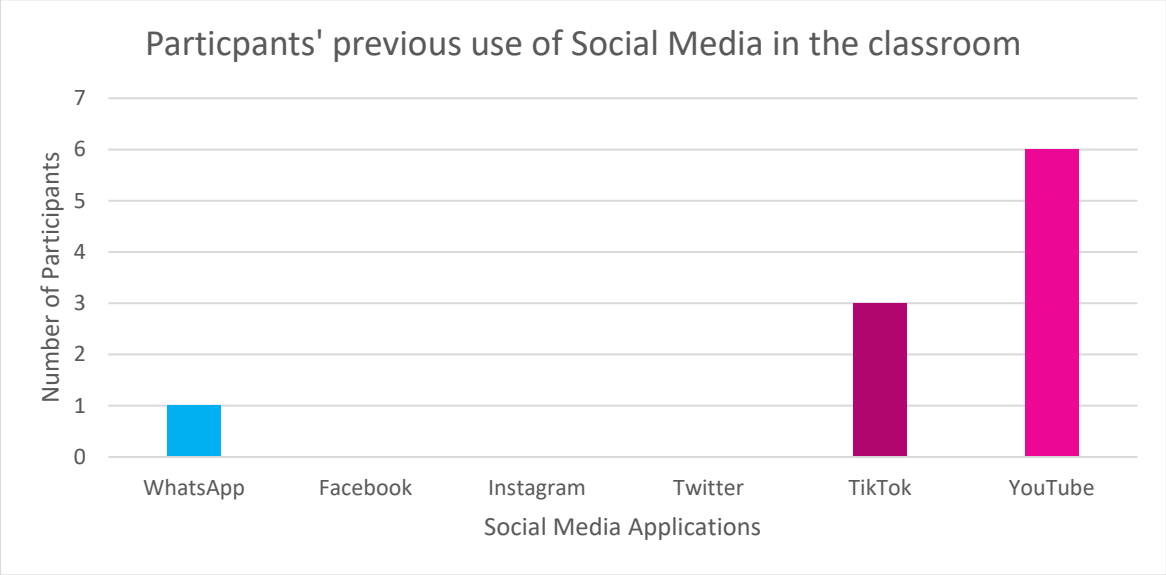


Based on the information presented in Figure 4.1, it is evident that all the participants are highly familiar with WhatsApp. This heightened familiarity could potentially stem from WhatsApp's inception in 2009, giving it a considerably longer existence compared to most other social media platforms mentioned. According to the literature, WhatsApp is also one of the most popular instant messaging applications for smart device users (Bouhnik & Deshen, 2014; Lee et al., 2023; Martínez-Comeche & Ruthven, 2021; Suárez-Lantarón et al., 2022).

4.1.3 Teacher TPK and TCK awareness

All participants, except for P4, reported using YouTube in their classrooms (see Figure 4.2). P4, on the other hand, mentioned utilising TikTok to present videos to her learners. Besides YouTube, P1 and P3 also incorporated TikTok into their teaching practices. Both YouTube and TikTok served primarily as platforms for displaying educational videos.

Figure 4.2: Participants' previous use of Social Media Applications in the classroom



P7 stated that they employed YouTube and TikTok as consolidation tools, especially to cater to visual learners or to find relevant information on current events to share with their learners. P7 found that using videos or demonstrations from YouTube or TikTok helped learners grasp topics more enjoyably and differently. P7 further explained this stating:

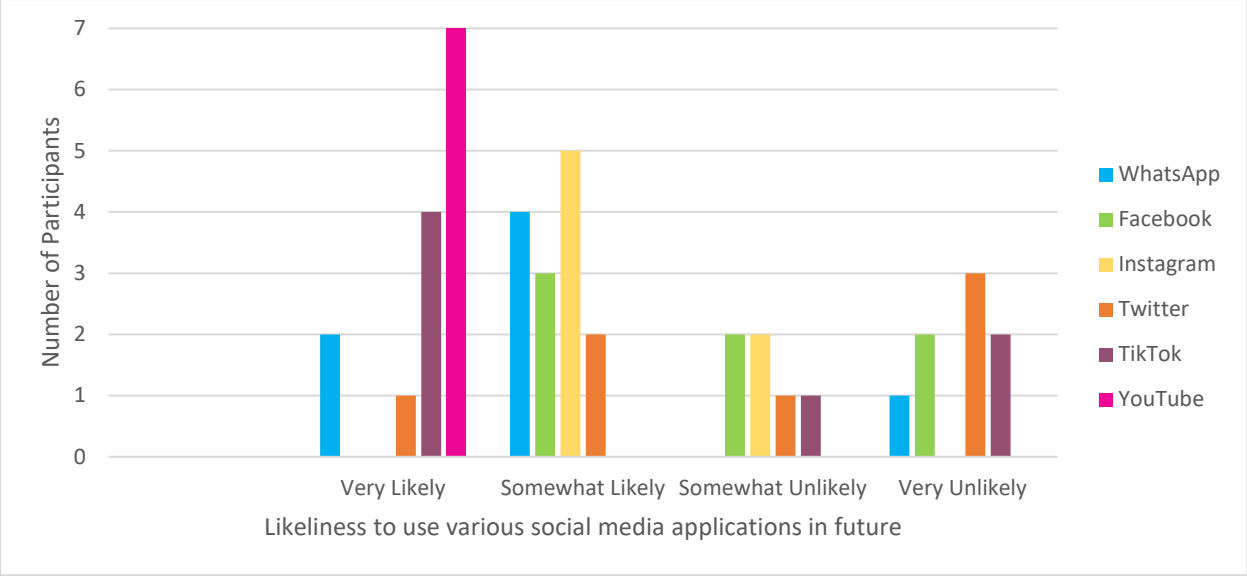
> *"I use YouTube weekly because many topics covered in class doesn't fully get consolidated until my learners have watched a video or demonstration explaining the topic in a different and more fun way"[P7].*

Thus, P7 demonstrated proficiency in utilising YouTube videos to captivate learners' interest engagingly, showcasing P7's adeptness in leveraging YouTube to address learners' educational requirements within the classroom setting. The findings of P7 are in congruence with the research conducted by Babu et al. (2019), who similarly identified that utilising YouTube for learning is enjoyable and often leads learners to learn actively without conscious realisation.

Furthermore, P1 shared that they regularly integrate YouTube across various subjects, aligning with the findings of Nacak et al. (2020), who suggest that YouTube is suitable for all educational materials across different lessons. In contrast, WhatsApp was

primarily utilised for administrative purposes. Teachers use it to communicate with parents and learners and share important information related to their classes.

Figure 4.3: Participants' likeliness to use Social Media Applications in the classroom.



From the survey results above, YouTube emerged as the unanimous choice among teachers (participants 1-7) for the social media application most likely to be used in their classrooms, while X was considered the least likely option. WhatsApp was identified as the preferred platform for communication and information sharing. Despite X and Instagram offering various educational utilities, such as X Blogs (Luo & Franklin, 2015), the use of educational hashtags (Carpenter, 2014), and Instagram's support for collaboration endeavours and digital support (Richter et al., 2022), the participants refrained from incorporating these social media applications into their lessons.

YouTube appeared to be more user-friendly, with all teachers seemingly more familiar with its use (see Figure 4.1), particularly for displaying pre-existing educational videos. This familiarity with YouTube could explain why it was the favoured choice among teachers (P1-7) for integrating social media applications into their teaching practices.

Furthermore, as indicated by the survey data (refer to Figure 4.3), six out of seven participants preferred incorporating WhatsApp and YouTube applications into their teaching practices. Interestingly, all participants acknowledged the potential benefits

of integrating social media applications into the teaching and learning process. P1 elaborated:

> *Social media definitely has advantages when it comes to teaching and learning. With the introduction of TikTok in the last few years, learning has been made even easier. Anything you would like to learn can be found in a video of under a minute. YouTube is amazing for any subject, you could find a video teaching you an array of subjects by the click of a button. Twitter is more impactful if you're looking for people's opinions. (P1)*

P6 added that *"[Social Media] Exposes learners to a wider variety of material that than] normally possible."*

The collected survey data indicates that participants are aware of the social media applications that could potentially enhance their learners' learning experiences and contribute to their lessons. Moreover, the data shows that several participants have utilised platforms like YouTube (P1, P2, P3, P4, P6, and P7), TikTok (P1,3 and 4), and WhatsApp (P7) in their classrooms (refer to Figure 4.2).

4.2 Findings from LP1-LP7 and analysis grid

The lesson plan served as the second data collection tool in this study. In this section, the researcher explored the findings derived from the lesson plan and how they relate to the survey findings. The participants received a lesson plan template from the researcher, which was subsequently analysed using an analysis grid developed by the researcher. The aim was to establish connections between the lesson plan outcomes and the participants' Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK).

4.2.1 Teacher TPK and TCK in planning

According to the data collected from the survey, six participants (P1,2,4,5,6 and 7) displayed interest in integrating WhatsApp into their teaching methods (see Figure 4.3). However, it was fascinating to note that only three among them (L1, L2, and L4) indicated the use of WhatsApp in their lesson plans. While P5 employed YouTube and Kahoot, P3, P6, and P7 indicated employing TikTok and YouTube in their teaching approaches. Kahoot! is considered a student response system (SRS), a technological

tool designed to foster active engagement, allowing learners to promptly respond to questions using devices like smartphones (Herrada et al., 2020; Karpin & Mahmudatussa'adah, 2020). Although social media applications, such as X, could be considered an SRS (Liu, 2018), SRS are not considered to be social media applications.

Participant 4 (P4) stood out as the only one who used WhatsApp for purposes beyond simply sending subject information. Based on P4's lesson plan and interview observations, the participant had the TCK to demonstrate a clear comprehension of WhatsApp and YouTube's functionalities, effectively using them to enhance the teaching methods and establish a student-centric learning environment. Participant P4 also demonstrated TPK by effectively utilising WhatsApp's features to achieve specific goals. For instance, the participant employed WhatsApp to have the learners indicate when their videos had been uploaded and later utilised WhatsApp polls for learners to rate each other's videos. The polls option within WhatsApp is a helpful feature that could be used within group chats to get opinions (Bhardwaj, 2023). This deliberate selection and skilful use of WhatsApp features exemplifies proficiency in both TCK and TPK, as the participant strategically employed the app to achieve desired educational outcomes. P4 possessed the TCK required to comprehend that the polling feature in WhatsApp could serve as a valuable tool for formative assessment. Additionally, P4 recognised these features as pedagogical tools, underscoring her TPK.

With sufficient TCK of the diverse features offered by various social media platforms, participants could have been better equipped to incorporate these different applications into their lessons and activities effectively. This integration could have led to more engaging and enjoyable lessons, enhancing the interactive and enjoyable aspects of the learning experience for learners, as it is clear that the prevalent use of YouTube clearly stems from their familiarity and prior knowledge of the applications.

All seven participants in the study utilised YouTube as a teaching resource. However, in most cases, the learners were not actively using the app; instead, the teachers used it as a consolidation tool alongside their existing resources and textbooks. During lessons (L1-L7), YouTube was used either for explanatory purposes or to demonstrate experiments. This use is consistent with the findings of Pecay (2017), who proposed utilising YouTube to exhibit experiments like chemical reactions, particularly in schools

lacking the necessary equipment. Notably, both P4 and P5 conducted lessons on material separation in Natural Sciences, employing YouTube videos to illustrate the process to learners initially. Essentially, it served as a substitute for direct teaching by the teacher. Based on the SAMR model, using technology in this manner did not lead to any significant difference in the actual learning of the content; it simply delivered the information in a different format (Wahyuni et al., 2019). This outcome suggests that the teachers might not have fully explored all the features of YouTube to enhance the learning experience for their learners. The participants' utilisation of YouTube to showcase experiments in cases where they lacked the necessary equipment and resources at school demonstrates their TCK. They exhibited an understanding of how to adapt their lessons creatively, ensuring the continuity of the learning process and the achievement of lesson objectives. In their 2015 work, Jaipal-Jamani and Figg illustrate a prime instance of effective TCK as the alignment of discipline-specific tools with content (Jaipal-Jamani & Figg, 2015), similar to the approach adopted by the participants.

Attending workshops or training on using social media applications as pedagogical tools could lead to different results as this would enhance participants' TCK and TPK. According to the research conducted by Tai (2013), the implementation of TPCK in action workshops yielded a positive influence on elementary teachers in Taiwan. The study revealed that these workshops facilitated the development of participants' Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK). This finding was confirmed by their proficiency in integrating online resources, employing cloud computing for student engagement, selecting suitable technology for content delivery, aligning technological capabilities with instructional objectives and pedagogy, and effectively integrating the acquired competencies into classroom teaching. Sierra and Green (2023) further emphasise the significance of TPCK training for teachers, enabling them to identify the situations that arise in their teaching practice and acquire the essential knowledge for their professional growth.

Additionally, participants possess a keen understanding of their learners' needs, including a preference for visual illustrations of experiments and demonstrations. The adeptness to discover relevant YouTube content for enriching and reinforcing lessons showcases participants' Technological Pedagogical Knowledge (TPK). Integrating

YouTube videos into their teaching enhances the learning process and crafts authentic real-life learning encounters for learners.

Ideally, learners should actively engage with YouTube instead of merely watching videos passively. This approach facilitates peer-to-peer learning and encourages student interaction (Purwanto et al., 2023). Fostering such interaction in the classroom reflects a student-centred approach, demonstrating teachers' proficiency in utilising technology to enhance student engagement and the overall learning experience. However, to achieve this, they would require guidance from their teachers, who, at present, primarily use YouTube for presenting information to the learners.

The survey showed that WhatsApp and YouTube were clearly the preferred applications among the teachers. However, P1 adopted a more student-centred approach, allowing her learners to use either YouTube or TikTok as editing and upload tools for the videos they needed to create as part of the lesson. P1 knows that both YouTube and TikTok offer video editing and uploading features, requiring minimal involvement from P1. This approach encourages learners to take the lead in editing, fostering effective cooperative learning. In cooperative learning, learners collaborate in teams on projects, promoting interdependence and individual accountability, with the teacher serving as a facilitator (Olugbenga, 2021).

Furthermore, P1's teaching method guided the learners to design smartphone applications and present their concepts. Initially, the learners planned their application designs on paper. Subsequently, they had to create a video showcasing their application as if it had been fully developed. The learners were fully responsible for the video creation process, including recording and editing. This lesson spanned several weeks, as stated by P1:

> *We started off the term; they had to create an app for me. And as they did on pen and paper. And then we took it a step further. And now they had to present the app on either TikTok or YouTube. [P1]*

However, for this study, P1 focused on the segment where the learners recorded and edited their videos and only included those parts in the lesson plan. P1 recognised that for learners to present an application effectively, they would require ample time for design and preparation. This lesson could not be completed in a single period. Therefore, P1 thoughtfully allocated sufficient time in the lesson planning, enabling

learners to begin with paper-based design before progressing to presenting an application as if they had developed it themselves. Participant P1 demonstrated good knowledge and understanding of diverse teaching strategies that effectively enhance both student learning and the desired outcomes of the lesson plan.

Participant P1's methodology fostered creativity, independent thought, and technical proficiency among the learners, as they assumed responsibility for creating their own videos. This highlighted P1's Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK); learners had ample time to prepare before recording and showcasing their presentations.

Participant P4 also assigned her learners to create a YouTube video for a Natural Sciences lesson (L4). The video's focus was to demonstrate various methods for separating different materials. Initially, learners watched a YouTube video as a reference on how to perform the separation techniques. YouTube is once again used as an introduction to the lesson and consolidation tool. Following that, P4 divided the learners into groups of four, and within these groups, they were responsible for recording a demonstration of the separation methods. Each group then uploaded their video to YouTube. In contrast to P1, P4 did not offer learners the choice of using TikTok. Instead, P4's objective was for learners to upload their recorded videos to YouTube, providing other learners with access to view them. Participant P4 intentionally chose the specific social media applications that would align with each lesson aspect and help achieve the lesson outcomes. Additionally, both social media applications chosen by P4 were ones that learners were already somewhat acquainted with. P4 explains:

> *The features that both apps have and did have during the lesson helped a lot because it was very easy to set up the YouTube profile to upload to keep it private. And it was also very easy to use WhatsApp and navigate how to do everything. (P4)*

The lesson plan of P4 illustrated an understanding of the presence, elements, and functionalities of different methods employed in educational settings. This could serve as an example of TPK, according to Kang and Hwang (2023). The teaching experience was transformed by incorporating specific technologies (Absari et al., 2020), which was evident in P4’s lesson.

Participant P2's learners engaged in a lesson focused on instructions, where they utilised TikTok to record themselves giving step-by-step recipe instructions. Each student chose a preferred recipe and presented it through the TikTok platform. Participant P3 took a different approach by instructing the learners to review various social experiments on Instagram, WhatsApp, TikTok, and YouTube. Following this review, the learners were tasked with creating and recording their own social experiments, specifically using TikTok as the platform for their projects. While P2 indicated a preference for using fewer social media applications in future lessons, for the current lesson plan] the utilisation of multiple social media platforms exposed the learners to a broader spectrum of research possibilities, providing examples and guidance for social experiments. In this instance, the diversity of social media applications proved advantageous for the learners and enhanced their overall learning experience. Understanding the suitability of technologies for specific content and teachers' proficiency in effectively utilising these tools are key factors of TPK (Jaipal-Jamani & Figg, 2015).

These activities demonstrate the teachers' TPK and TCK, as the teachers utilised the same social media applications, although they adapted them differently to align with the desired learning objectives. These diverse teaching strategies showcased how social media applications can be harnessed to enhance student engagement and foster innovative learning experiences in the classroom.

4.2.2 Social media applications for assessment

After analysing the lesson plans that the teachers designed, it seems the group of teachers mainly use social media for formative assessment. Six participants employed TikTok and YouTube as part of their formative assessment approach to evaluate the lesson objectives outlined in their lesson plans. Furthermore, P4 integrated WhatsApp, wherein learners employed WhatsApp polls to assess and rate each other's uploaded videos. Participant P5, on the other hand, opted for a distinct approach by utilising Kahoot! as a formative assessment tool. It's important to note that Kahoot! is categorised as a response system rather than a Social Media tool. However, since most of the activities were video creation, each one of the activities done by participants could potentially have been used for summative assessment if used with an analysis rubric. It could be argued that, firstly, teachers do not have the necessary

TCK and TPK to utilise social media applications as assessment instruments. Secondly, it could be argued that teachers could not use it for summative assessment as summative assessments have been set and planned at the beginning of each term in accordance with the curriculum. The way that the teachers integrated the social media applications provides opportunities for the design of summative assessment opportunities should they decide to use it in future. A third argument could contend that teachers' grasp of TCK and TPK of the social media applications and their features led them to recognise that these applications are more suitable for formative rather than summative assessment. Participants understand that social media primarily serves a formative purpose, fostering dialogic and interactive feedback and ensuring swift and responsive interactions with teachers (Alonzo et al., 2023).

Formative assessment is pivotal in supporting student learning by providing valuable feedback, enabling learners to acquire knowledge and improve their academic performance (Karaman, 2021). The study participants acknowledged the importance of offering feedback to their learners and employed pertinent social media applications as tools for formative assessment. It is commendable how participants discerned which social media applications were most suitable for utilisation as formative assessment tools.

4.3 Findings from semi-structured interview

In this section, the researcher presents the findings from the semi-structured interviews, which encompassed the participants' responses to the questions included in the interview following the analysis of their lesson plans. The focus of this section was to explore the teachers' classroom experiences while using various social media applications as pedagogical tools in their teaching practices. Moreover, the teachers had the opportunity to share insights into how their learners engaged in learning using these social media applications. The semi-structured interview format provided a valuable platform for the teachers to reflect on their lessons after completion, offering valuable perspectives on the effectiveness and impact of integrating social media in the classroom.

4.3.1 Teacher TPK and TCK in practice

The interviews and the lesson plans reflected that most teachers used YouTube for substitution – where instead of explaining a concept or using the textbook, they found

educational videos relevant to the topics they were dealing with for the learners to watch. These videos were used to introduce the lessons, show learners demonstrations, or provide further explanations.

Upon reviewing the lesson plans and conducting interviews with the participants, it became evident that teachers adhered closely to the content outlined in their lesson plans. Whilst reflecting on their lessons, teachers identified aspects they might consider altering if they were to teach the same lesson again. Although not explicitly mentioned by P4, using social media applications for peer evaluation in the classroom seems to boost learners' motivation and confidence. This finding is consistent with Ersöz and Şad's (2018) finding that peer assessment via Facebook boosted learners' motivation and self-confidence. Another reason for using WhatsApp was to uphold privacy. Since videos were submitted through WhatsApp, learners had the option to keep their videos confidential, as explained by P1:

> "So, we also use the WhatsApp, so everything was just private between us. Nothing was really shared outside of that. And it was very easy to just manage them using those apps [P1]."

Participant P5 introduced a distinct approach compared to the other participants, focusing solely on using YouTube to present information about relevant topics in Natural Science. Unlike the other teachers, P5 did not utilise any other social media applications for her lesson. Instead, she incorporated Kahoot!, primarily known as an engaging assessment and reporting tool for in-class use with learners (Kahoot, 2023). Although Kahoot! is not typically classified as a social media application but rather a digital assessment tool (Çetİn, 2018), P5 adapted it to suit her learners' needs. Notably, she chose not to require her learners to bring their cellular phones to school; instead, she stated that:

> *We did my cell phone. I also joined it obviously because you have to join with one device and the one device has to. So I did have one or two learners sitting at my desk and selecting the things, but not the whole class. They more just select the thing they saw and then choose the one from there. [P5]*

As P5's approach did not involve the use of conventional social media applications, it became challenging to ascertain whether the learning objectives were fully met and to comment on P5's TCK and TPK. Consequently, the remaining questions in the study

did not apply to P5's teaching context. However, her innovative use of Kahoot! demonstrated how teachers can adapt and creatively incorporate digital tools to facilitate learning experiences tailored to their learners' specific requirements.

Table 4.2 outlines the participants' utilisation of different social media applications, as documented across all three data collection methods. In the first column, the researcher listed the intended use of social media applications based on survey responses. These are the social media applications that participants indicated they might potentially employ as pedagogical tools or were considering for such use. The second column lists the social media applications participants included in their lesson plans as pedagogical tools they used for that lesson. Finally, the third column briefly discusses how these applications were utilised as pedagogical tools.

Table 4.2: Participants' proposed use and actual use of social media applications

Participant	Proposed use of Application (survey)	Actual use of the application (lesson plan)	Purpose of application use (interview)
1	WhatsApp Instagram X TikTok YouTube	YouTube TikTok WhatsApp	YouTube was used to demonstrate examples to learners. YouTube and TikTok were further used to record, edit and present videos for formative assessment. WhatsApp was used to share information and videos.
2	WhatsApp	Youtube Instagram WhatsApp TikTok	YouTube, Instagram, WhatsApp and TikTok were used to identify social experiment examples. Learners then used the TikTok and YouTube platforms to create social experiments on peer pressure.
3	WhatsApp	YouTube TikTok	The teacher used YouTube to demonstrate how to write or give instructions. Learners use TikTok to record the instructions for a recipe.
4	WhatsApp, Facebook, Instagram, x, TikTok,	YouTube WhatsApp	The teacher used YouTube to demonstrate to learners how to separate different materials. Students recorded their videos demonstrating how they separate the different materials.

Participant	Proposed use of Application (survey)	Actual use of the application (lesson plan)	Purpose of application use (interview)
	YouTube		WhatsApp was used to alert classmates that the videos were uploaded to YouTube. WhatsApp polls were further used to rate each other's videos.
5	WhatsApp, YouTube	YouTube	The teacher used WhatsApp to demonstrate to learners how particles in different types of matter look.
6	WhatsApp	YouTube TikTok	The teacher used YouTube to show learners examples of poems. Learners use TikTok to record and upload their own poems. The teacher allowed absent learners to record videos at home and share them via WhatsApp.
7	WhatsApp, Facebook, TikTok, YouTube	YouTube TikTok	The teacher used WhatsApp to show learners examples of miming. The teacher created a class TikTok account, and learners created videos and uploaded them to TikTok for assessment.

It's noteworthy that P2, P3, and P6 initially indicated in the survey that they would exclusively use WhatsApp as a pedagogical tool, yet they all ended up incorporating other social media applications into their teaching methods. Surprisingly, P3 and P6 did not use WhatsApp at all in their pedagogy. All participants utilised the social media applications they had outlined in their lesson plans. For instance, P4 listed WhatsApp, Instagram, Facebook, YouTube, TikTok, and X in her plans but only utilised WhatsApp and YouTube. Similarly, P7 had listed WhatsApp, Facebook, TikTok, and YouTube in her plan but only employed YouTube and TikTok. Interestingly, P7 mentioned in the interview that learners were allowed to send their videos via WhatsApp, indicating an additional use of the platform.

4.3.2 Effects of using social media applications as pedagogical tools

The participants all agreed that using social media applications, especially YouTube, instead of the usual textbook and whiteboard approach was more exciting and saved

time. Having learners record their videos also proved advantageous, as P6 mentioned in her interview, having learners record their videos and posting them on TikTok allowed her to mark them at home. She stated: "*I could actually really sit back and watch them without having to manage the classroom in the background and assess them a bit more fairly than I think I would in a normal setting*", thus taking some pressure off her from marking in real time in class. Participant P3 concurred with this observation, highlighting:

> *Sometimes if you use a medium like YouTube, it makes things easier for yourself. And by using Tiktok, as I mentioned previously, that TikTok you avoid, sometimes it saves time. Sometimes it limits the mess that was going to happen in class or avoid the mess that was going to happen in class if the group had to present right in class. (P3)*

Additionally, P7 brought up the interesting point that recording videos motivated learners to put in extra effort. P7 further elaborated: *"They (learners) were more committed. They tried harder because they were being recorded."* Knowing they were being recorded, even the usually reserved learners felt encouraged to participate and showcase their abilities actively. The use of social media applications for student motivation are supported by the findings of Alsaif et al. (2019) and Pujiati et al. (2019), as they both concluded that social media platforms contribute positively to student motivation.

All teachers unanimously agreed that incorporating social media applications increased interaction and collaboration among the learners. These findings are in line with the findings of Carpenter et al. (2020) and Ganjoo et. al (2021) who also found that the use of Instagram increased student collaboration and interaction. Participants noticed a significant rise in learners' willingness to ask each other questions and learn from their peers. Participant P2 emphasised that the visual aspects of integrating YouTube videos into lessons greatly appealed to the learners. According to P2: *"Once you add a visual component into it, it actually, then just sinks in because they're like, oh, wait. I've seen that before, or I've come across this before."* P2 cited an example of tasking learners with creating and recording their social experiments. Initially, P2 employed YouTube as a platform to present demonstrations of social experiments to facilitate their understanding. This approach provided students with a clear and

comprehensive grasp of the expectations. Participant P2's TCK recognised the importance of learners having access to visual examples to understand what is required.

Participant P3 shared that integrating social media applications impacted learners' creativity positively. Moreover, P3 observed that using social media applications for the given activity improved learners' listening and communication skills. Participant P3 further elaborates on this, stating:

> *And number two, listening skills. I think so by watching on that video clip on YouTube. They had to listen, so listening skills are improved, and also communication skills and creativity on TikTok were improved. So those are the three skills. The listening skills, communication skills, and creativity. (P3)*

Learners were required to listen attentively to the initial videos shown in class and then use that information to collaborate with their peers, effectively communicating their ideas while planning and recording their own videos. Participant P3 also noted that this approach highlighted learners' digital skills, which might not always be evident in a traditional classroom setting. P3's feedback above aligns with the work of Pratama (2020), who argues that YouTube is an effective way to teach listening skills in the classroom.

Similarly, P1 highlighted that using social media applications allowed learners to identify their individual strengths within their groups and leverage those strengths to their advantage when choosing which roles to play to complete the activities. Participant P1 explains that: *"They were allowed to decide themselves. They know what their abilities are, and they know what they're good at."* By integrating social media applications, learners began to self-assign roles based on their individual strengths. They took on tasks that aligned with their writing, editing, camera work, or presenting skills. This alignment empowered them to contribute to areas where they excelled, leading to a more efficient and collaborative learning environment. This fostered a sense of empowerment and cooperation among the learners, enhancing their overall learning experience.

Both P1 and P3 observed that utilising YouTube enhances learners' creativity, consistent with Abbas and Qassim's (2020) findings, which suggest that YouTube fosters a learner mindset and nurtures creativity when employed as an educational

tool. Participant P6 implemented a practice where learners could record themselves at home and then share the videos via WhatsApp for assessment. The task involved using a poem and creating a miming activity. Participant P6's TPK and TCK enabled her to recognise that students could achieve improved results when allowed to record their videos in the comfort of their homes, where they feel more at ease and confident. Participant P6 observed that learners felt much more at ease and confident while performing in the privacy of their own rooms rather than reciting in front of their peers. This approach provided a supportive environment for learners to develop their oral presentation skills with heightened comfort and self-assurance.

4.3.3 Meeting lesson objectives using social media applications as pedagogical tools

All participants except P5 agreed that using social media applications positively affected meeting lesson objectives. Participant P5 explains that: *"In some cases it might help a learner understand a topic better, but most of the times social media might just confuse the learner more if they do not already understand the topic."* Participant P5 is also the only teacher who didn't use any social media application besides YouTube to introduce the lesson. Learners were not actively using social media in class, and though they used Kahoot! in addition to YouTube, they did not have cellular phones with them. Participant P5 used her own phone and computer, and learners wrote their Kahoot! answers on paper to participate in the Kahoot! game. It could come across that the teacher is not equipped with sufficient TPK and TCK to teach using social media applications, or it could merely indicate the teacher's reluctance to change or integrate social media applications into teaching. Participant P5 also stated that there were insufficient cellular phones to do the lesson correctly. However, the remaining teachers exhibited commendable TCK and TPK by proactively notifying learners in advance about the upcoming task involving social media applications. They permitted students to bring their cell phones to school for the lesson, resulting in well-prepared students and minimal disruption to the learning objectives. Additionally, the teachers demonstrated their TPK by facilitating group work among students, recognising that not all students possessed their own cellular phones. This approach ensured that each group had access to at least one cell phone.

Teachers indicated they could assess lesson outcomes and whether learners understood by checking their end products. In most cases, the assignment was to record, edit and submit a video recording of the different subject content on a specific platform – either TikTok or YouTube.

4.3.4 Challenges teaching with social media applications

Despite all the positive feedback from participants, there were also some challenges. Internet access, time limitations, access to cellular phones and safety concerns were some challenges that participants mentioned in their interviews.

Obtaining an internet connection proved to be a hurdle for P4. While the school does have Wi-Fi, it doesn't reach every classroom, and students are not privy to the school's Wi-Fi credentials. In the face of this internet connectivity issue, P4 was resourceful. Showcasing clear TPK, P4 recognised that, despite the absence of a reliable school connection, she could employ her personal cell phone and data plan to create a Wi-Fi hotspot for her fellow students. Participant P4 used her own cellular data and mobile device to tether students, enabling them to accomplish their assignments.

P3 highlighted limited time as a challenge in their teaching context. The curriculum's structured lesson plan allocates a specific number of lessons for each topic, leaving little room for extended exploration. Due to time constraints, they risk falling behind on other important topics if they dedicate extra time to a particular subject.

With sufficient time available, P3 expressed the desire to implement an alternative approach. He envisioned asking learners to provide recipe instructions and also record themselves demonstrating how they follow the recipe. This hands-on activity would provide learners with a more comprehensive learning experience, allowing them to actively engage in the process and enhance their understanding of the topic. However, due to time limitations, P3 faced the challenge of finding a balance between covering essential content and incorporating such content into in-depth activities. Participant P3 commented:

> *I need more time. That's number one. If I had to. I need more time with this. So instead of now presenting. They actually do this. They actually do the recipes. They actually bake. One of them was to give a recipe on how to bake, right. If they can do that*. (*P3*)

Participant P6 agreed and said she would have loved for the learners to have more practise before recording their miming – granted that that was not a direct challenge of using social media applications for teaching.

Participants' P3 and P6's proficiency in TCK is evident through their ability to discern the most suitable social media application for the lesson. While both recognise the advantages of employing social media applications for pedagogical purposes, P3 and P4 face a challenge in TPK when efficiently planning a lesson that incorporates these applications within the available time frame. This planning is essential for the effective utilisation of social media as pedagogical tools. Nevertheless, P3 is eager to use social media in future lessons again and plans to do so next term.

Privacy and safety issues were one of the P7's main concerns. Participant P7 elaborates that *"on a platform that you have no real control over who sees you can make the profile private, I guess. But the mere fact that it's out there on the internet and it's other people's kids [pause]"* (P7). Using TikTok expertise (TPK), P7 skilfully addressed these concerns by setting up a class TikTok account. Learners saved videos in draft mode, conferring exclusive access for viewing and evaluating their work.

For P6, one of the challenges of working with social media applications is being unable to use it for assessment. According to P6:

> *Very few of them have internet access. Some of them have access to technology like phones and laptops and things, but most of them [do] not – . which makes it very difficult to use it as a constant, like; that's why I cannot use it as a formal assessment task, because if a learner is unable to, I cannot discriminate against them based on that. Yeah. (P6)*

4.3.5 Learners' technological knowledge and learning with social media applications

A fascinating aspect emerged during the discussions with teachers, as many of them expressed learning from their own learners while conducting these lessons. Several teachers highlighted that their learners were already well-versed in certain TikTok features, enabling them to assist and support their peers and teachers. On the other hand, some teachers mentioned that some learners felt intimidated when they discovered that the lessons would involve working with social media applications.

However, P1 mentioned that although these learners are familiar with the apps, they aren't entirely informed on how it works. Participant P1 further states that:

> *They're [*learners*] not really getting to the depth of what these apps can do, and they're not using it to its full potential. They're only just scratching the surface of it. And I don't think they yet fully understand the concept of presenting on an app as much as they watch video. (P1)*

Participant P3 further contributes to this observation, noting that while the learners appeared excited about the prospect, they also seemed somewhat intimidated upon learning that they would use social media applications in the lessons. Participant P3 elaborates on this by explaining: *"Around 60% of the class are not comfortable with social media. But 40% of them were interested in using social media for teaching."* It was evident that some learners were not as familiar with these platforms as their peers, and as a result, they initially displayed reluctance to participate actively.

All the activities done by learners for this study were done in groups, and teachers all agreed that having learners use social media applications allowed for more interaction and collaboration. Participant P2 shared that:

> *They (learners) were more interactive. Learners are more interactive when there's a visual aspect, because now they're just like, they want to know more. They actually then start questioning things more and they want you to delve deeper into what the lesson is about. So actually, it makes it fun for you because knowing that they actually want to know more about it*. (*P2*)

It can be argued that teachers leveraged their TPK to assess their students' technological proficiency or areas where they may need assistance. As a result, they promoted inclusive group activities. Teachers recognised that learners could benefit from collaboration and achieve better results by learning from each other rather than struggling in isolation. Kaymak et al. (2021) contend that group work not only improves student motivation but also student academic achievement.

4.4 Conclusion

In this section, the researcher presented the findings derived from all the data collection instruments. The initial instrument, the survey, primarily aimed to gather participants' biographical details and provide a concise insight into their familiarity with

various social media applications. This data was subsequently presented through graphs to enhance clarity. Notably, while participants indicated their utilisation of various social media applications in the survey, this commitment did not translate into their actual lesson plan implementations.

Predominantly, teachers incorporated YouTube and TikTok, leaving the remaining discussed social media applications mentioned in this study largely unutilised. The researcher concludes that participants might have exhibited a more profound understanding and demonstrated higher levels of TCK if they had undergone prior training in integrating social media applications into teaching and learning as pedagogical tools before partaking in the research.

Despite the prevalent employment of YouTube, teachers provided predominantly positive feedback, suggesting that integrating social media applications contributed to achieving learning objectives, enhancing student engagement, fostering creativity, honing technical skills, and promoting collaboration.

CHAPTER 5: CONCLUSION

5.1 Introduction

This chapter leverages the comprehensive findings and conclusions obtained from this study. Initially, it provides an overarching view of the entire study before delving into an exploration of the research questions. Additionally, this chapter engages in a reflective analysis of the insights acquired throughout the research process. It further examines the emergent recommendations and limitations of the study.

5.2 Overview of the study

This research explored the utilisation of social media applications as pedagogical tools. Despite an abundance of social media applications for teachers and learners, their employment as pedagogical aids remains relatively untapped. The analysis of existing literature reveals a variety of positive outcomes for both teachers and learners stemming from the integration of social media applications as pedagogical tools (Alsaif et al., 2019; Amunime et al., 2021; Javorcik, 2020; Listiani et al., 2020; Munir et al., 2021; Syarifuddin & Sinta, 2022; Ucar & Göksel, 2020).

An investigation was conducted within a public primary school located in Cape Town, South Africa. A group of seven teachers from Grades 6 and 7 were purposefully selected to partake in the study. The objective was for these chosen teachers to opt for a social media application of their preference, subsequently planning and delivering a lesson using the chosen application as a pedagogical tool.

This study employed three distinct research tools. The first instrument consisted of a survey (refer to Appendix 1), designed to gather participants' biographical information, pre-established viewpoints, beliefs, and their level of familiarity with social media applications in educational contexts. Subsequently, participants were tasked with completing a lesson plan template (refer to Appendix 2) supplied by the researcher and then delivering the planned lesson. To conclude the data collection, each participant participated in a semi-structured interview, during which they shared their insights on the taught lesson and responded to inquiries concerning the utilisation of the chosen social media application as a pedagogical aid.

5.3 Addressing the research questions.

This section pertains to the research questions that directed the study. It will provide an overview of the outcomes derived from the data collection instruments, addressing the research questions.

5.3.1 Pedagogical benefits of social media.

For this study, the researcher presented participants with six predefined social media applications and encouraged them to choose any social media platform not listed. This study and the literature review examined the following social media applications: Facebook, X, YouTube, Instagram, TikTok, and WhatsApp. The study's findings revealed that YouTube emerged as the most favoured and frequently employed social media application, closely followed by TikTok. Both TikTok and YouTube were predominantly employed to create videos as integral components of lesson-related activities. YouTube frequently served as a consolidation tool, introducing new topics or showcasing demonstrations when teachers faced resource limitations.

Teachers reported several benefits from employing social media applications as part of their lesson plans. First and foremost, they appreciated the flexibility of not having to assess activities immediately, as recorded videos enabled them to evaluate submissions at their convenience, even outside of school hours. Additionally, teachers noted that using recorded videos improved reserved students' engagement, as they felt more comfortable being recorded rather than presenting in front of the entire class. Furthermore, this method eliminated the time limitations linked to in-class student presentations, ensuring that all students were adequately prepared and ready to present without consuming valuable lesson time designated for other subjects. Integrating social media applications and their features seemed to enhance student engagement and simplify activity submissions that had been challenging before. For instance, P6 implemented a strategy where introverted or absent students could record their contributions at home and easily share their videos through platforms such as WhatsApp. Insights gathered from semi-structured interviews conducted with all participants revealed that integrating social media applications sparked student creativity, enhanced technological skills, and fostered heightened collaboration among students.

In summary, this study's comprehensive exploration of various social media platforms underscored YouTube as the favoured choice, closely accompanied by TikTok, with both platforms playing integral roles in video-based educational activities, even in resource-constrained teaching settings.

5.3.2 Social media integrated learning activities

Participants exhibited relative ease integrating familiar social media applications into their lesson planning. Nonetheless, teachers had perceptible hesitancy when it came to exploring fewer familiar platforms. The participants were presented with six social media applications (Facebook, X, YouTube, Instagram, TikTok, WhatsApp), but they predominantly adhered to the ones they already knew, such as YouTube.

Most participants (P1, P2, P3, P4, P6, and P7) directed their learners to produce video recordings related to ongoing class content and activities. These approaches were learner-centred, with learners collaborating and completing tasks in their groups independently while following teacher instructions.

On the other hand, X, Instagram, and Facebook remained unutilised among the chosen social media applications. Despite P2's instruction for learners to engage with X, Instagram and Facebook for research purposes to complete their social experiment activity, there was no student interaction with them during the lessons. In a subsequent interview, P2 expressed the intention to focus on only one or two social media applications if allowed to redesign the lesson. Participant P2 further elaborates on this statement:

> *So, yeah, I'll only rely on two. And probably the two that I would rely on is YouTube showing them even how to do make videos for YouTube and then TikTok because they know more about TikTok and they can show you what to do there. (P2)"*

In conclusion, this study revealed that participants readily integrated familiar social media applications into their lesson planning while showing reluctance to explore fewer familiar platforms. The preference for well-known platforms like YouTube was evident, with most participants adopting learner-centred approaches that involved student collaboration and independent group tasks. However, X, Instagram, and Facebook remained largely unused, prompting one participant to

consider focusing on a few select applications if given the chance to redesign their lessons, as expressed by P2.

5.3.3 Social media applications and lesson outcomes

Most participants expressed their intention to continue utilising social media applications, acknowledging that social media applications contributed to achieving learning objectives. Teachers could use the unique features within the social media applications to assist in achieving their lesson outcomes. YouTube and TikTok were excellent examples of aiding teachers in achieving lesson objectives that required learners to record themselves to showcase their comprehension of the subject matter. This showcasing took various forms, such as recording recipe instructions, demonstrating techniques through miming, separating materials, conducting social experiments, and describing/presenting an application. WhatsApp served a dual purpose, being employed for both its communication and polling features. On the other hand, Facebook, Instagram, and X saw limited use, primarily by P2 students who utilised them for research purposes, ending in creating videos for platforms like YouTube and TikTok. Consequently, it can be hypothesised that Facebook, Instagram, WhatsApp, and X contributed partially to helping teachers meet their lesson outcomes.

5.3.4 Social media applications for assessment

All of the participants used social media applications for formative assessment. As the main social media applications utilised by participants in this research were YouTube, TikTok and WhatsApp, this section looks at how each was used for assessment.

Although Rahayu and Putri (2019) argue that YouTube can be used for both formative and summative assessments, all participants making use of YouTube used it for formative assessment. The videos created by students were uploaded to YouTube, and teachers provided feedback on them, although the summative reports did not provide any grades. TikTok, similarly to YouTube, was used for video recording for formative assessment. This support for TikTok is built on the work of Tan et al. (2020), who encourages using TikTok for Project-Based Learning (PBL), whereby students use TikTok to record and present their assignments. Furthermore, participants used WhatsApp to share information about assessments and used the polling option within to evaluate each other's work as Nirgude and Naik (2017) suggested.

In conclusion, all participants in this study employed social media applications, including YouTube, TikTok, and WhatsApp, for formative assessment purposes, aligning with the principles advocated by Rahayu and Putri (2019), Tan et al. (2020), Geete et al. (2020), and Nirgude and Naik (2017), while refraining from incorporating grades into summative reports.

5.4 Reflections on lessons learned

The section below reflects on the insights that the researcher has gained at various stages throughout the research process. It will provide an overview of the methodological, substantive, and personal lessons that have been absorbed.

5.4.1 Methodology

The researcher chose to employ a qualitative methodology for this study. Qualitative research employs various data collection methods to assist researchers in uncovering study participants' meanings, experiences, and perspectives (Kandel, 2020). Furthermore, the researcher opted for a case study research design. A case study research methodology is employed to cultivate a profound comprehension of a current problem, often utilising various data collection sources, including interviews, observations, and documents (Coombs, 2022). The research was not limited to a single perspective but encompassed different viewpoints using a case study design, revealing and enhancing the understanding of multiple aspects of the phenomenon (Baxter & Jack, 2008). Looking back on the research, the researcher can affirm that choosing a qualitative case study design was appropriate as it allowed the researcher to employ three different data collection instruments. Furthermore, opting for qualitative research enabled the researcher to explore and gain insights into participants' different perspectives and unique experiences of utilising social media applications as pedagogical tools.

On reflection, the researcher noted that the three collection instruments, namely the survey, lesson plan analysis, and semi-structured interviews, together provided valuable insights into the participants' perspectives, comprehension, and practical utilisation of social media applications within pedagogy. Conversely, the potential to record the lesson delivery could have enriched the research. Historically, classroom observation has been a significant tool in previous research endeavours, contributing

to the documentation of classroom practices to enhance teaching and improve learning outcomes (Ndihokubwayo et al., 2021).

Recording lesson delivery for observation would have enabled the researcher to directly observe the utilisation of social media applications as pedagogical tools. In retrospect, substituting classroom observation for the lesson plan as a data collection instrument might have yielded equally, if not more, extensive data. Data from all three instruments were analysed using content analysis.

The researcher's decision to utilise a small sample size of seven participants had both advantages and disadvantages. On the positive side, this choice allowed for the utilisation of three distinct data collection instruments, ultimately enhancing the findings' validation. However, on the downside, using a smaller sample size limited the generalisability of the findings, as they may not accurately reflect the larger population.

Collecting data presented a significant challenge. Convincing teachers to fill out the survey and also meticulously plan and deliver a lesson required immense patience on the researchers' part. Regrettably, teachers were unresponsive to reminders and deadlines, resulting in delays for the researcher. Additionally, a larger sample size could have yielded more robust results and eliminated the need to employ three data collection instruments. The necessity to undertake three distinct phases of the research process, particularly the teaching component, led to a continual rescheduling of lesson and interview dates, with teachers attributing this to their densely packed curriculum and time limitations.

The researcher is still unsure whether the decision to provide participants with a lesson template, instead of encouraging them to craft their own was the best idea. On the one hand, the researcher noted that the time participants spent completing the survey and lesson plan could have been substantially prolonged if they were tasked with creating their own lesson plan. Furthermore, the independently designed lesson plans might not have encompassed all the essential information required for comprehensive analysis, including using social media applications. On the other hand, allowing participants to exercise their creative freedom could potentially have led to innovative and less constrained lesson ideas. However, the researcher decided against taking this risk due to time constraints in finalising the data collection process.

However, incorporating all three data collection instruments enabled a more comprehensive understanding of the social media applications integrated by teachers into their lesson plans. Furthermore, it provided more insight into participants' TCK and TPK. The researcher could clearly understand whether teachers knew which technologies best fit the content they were teaching since the responses to survey questions did not consistently correspond with the methods participants employed to incorporate social media applications into their teaching strategies.

5.4.2 Substantive

Socio-economic considerations influenced the scenario, where not all learners had the means to possess cell phones for engaging in lessons involving social media applications. Group activities were often organised, ensuring each group had access to at least one mobile device. Despite the school having wireless internet availability, the learners could not connect to it. In cases where a wireless connection was necessary, one teacher provided learners with a hotspot with her own cell phone for learners to connect and access the internet.

5.4.3 Personal

The researcher made some personal observations whilst completing this study. One such point is that teachers may not always be receptive to integrating social media applications or technologies into their classroom practices, often opting for familiar and conventional approaches. Ensuring clear communication of expectations and confirming their understanding of the study's purpose is essential. It was also notable and refreshing to observe instances of teacher improvisation, such as P5 utilising their personal cell phones and data. Most of the participant feedback was positive, and this shared feedback from the teachers highlights the positive impact of incorporating social media applications in the classroom. Using such technology enhanced engagement and fostered a dynamic and collaborative learning environment among the learners, enriching their overall educational experience.

The research process highlighted the need for patience on the researcher’s part as she had to work firstly according to the time limit of the WCED, who only allowed research to be conducted in the second term, and then secondly, patience with the participants who were not always adhering to due dates or responding to reminders. The researcher had to be adaptable when one of the participants removed themselves

from the study after the first two phases, which included the survey and the lesson plan, as the participant claimed insufficient time to teach the lesson. Furthermore, the researcher had to demonstrate adaptability when one of the participants withdrew from the study after the initial two phases, comprising the survey and the lesson plan, citing a lack of sufficient time to conduct the lesson. The researcher also needed to display empathy towards the participants, considering that some were experiencing significant life changes and challenges during the study, further impeding their active engagement.

5.5 Limitations and recommendations

The limitations of a study are the weaknesses within the research design that could possibly affect the outcome and results of the research (Ross & Zaidi, 2019). Limitations are often out of the researcher's control (Theofanidis & Fountouki, 2018). Several limitations of the study should be acknowledged. In light of these limitations, the researcher has formulated recommendations for future research of a similar nature, which are examined in the following discussion.

5.5.1 Sample size and research site

Firstly, the sample size was small, consisting of only seven Grade 6 and 7 teachers from the same school. This limited sample size might restrict the generalisability of the findings to a broader population. Furthermore, conducting the study exclusively at a primary school might have limited the scope of the sample, as younger grade learners typically do not necessarily have access to cellular phones and social media like their older counterparts. This could have affected the representation and experiences of students across different age groups.

Given the limited number of Grade 6 and 7 classes in the selected primary school, a larger sample size might have been feasible had the study been conducted at a secondary school with a more extensive student population or an additional primary school.

5.5.2 Collection instrument (lesson plan template)

Providing participants with a lesson plan template might have hindered their ability to fully express their individual insights and creativity in their lesson planning process.

This could have potentially influenced the outcomes and variety of approaches observed.

Allowing teachers to utilise their own lesson templates or granting them more flexibility in lesson planning might have been less constrictive, enabling them to plan and teach in a manner that aligns with their accustomed practices. In hindsight, this approach could have expedited the completion of lesson plans, as teachers would have been well-acquainted with the templates and expectations, resulting in a smoother collection process.

5.5.3 Lack of teacher training

Another limitation was that the teachers involved received no prior training on integrating social media applications into their lesson plans as pedagogical tools. As a result, their usage of these applications might have been influenced solely by their own knowledge or training obtained elsewhere, leading to variations in their approaches.

For future research of this nature, the researcher proposes a teacher training workshop that introduces teachers to various social media applications and their features. This initiative aims to mitigate the tendency for teachers to rely solely on the social media platforms they are already familiar with, encouraging them to explore different options due to their newfound knowledge of these platforms' features and potential educational benefits.

5.5.4 Choice of social media applications

Another limitation to the study was the lack of diversity in the choice of social media applications used. Despite being given the choice of six social media applications (Facebook, X, Instagram, TikTok, YouTube and WhatsApp), participants opted only to employ YouTube, TikTok and WhatsApp.

For future research of this kind, a more strategic approach might involve pre-assigning specific social media applications to the teachers to prevent them from all selecting the same application and inadvertently passing over the others. This approach would provide a more comprehensive understanding of how each of the listed social media applications (Facebook, X, YouTube, Instagram, TikTok, and WhatsApp) was utilised.

Due to these various factors and limitations, caution should be exercised when generalising the results of this study to broader educational settings or other schools. The findings should be interpreted considering the specific context in which the research was conducted.

5.6 Conclusion

In this chapter, the researcher reflected on the entire research journey. Starting with a summary of the study, the researcher delves into discussing the research questions that steered this study. Among the social media applications explored, YouTube emerged as the singular platform universally embraced and actively utilised by all participants. Remarkably, YouTube was also the sole social media application, alongside WhatsApp, that all participants exhibited familiarity with. This observation implies a certain hesitancy on the part of teachers to venture into using unfamiliar social media tools, opting instead for those they were comfortable with. Feedback from participants predominantly leaned towards positivity, indicating that integrating social media applications into their teaching practices aided in meeting lesson objectives. Notably, the utilisation of social media applications primarily served formative assessment purposes rather than summative evaluations across all instances.

Further reflection by the researcher extended to the lessons learned methodologically, substantively, and on a personal level. The employment of three distinct data collection instruments required constant interaction with participants, who occasionally demonstrated resistance to adhering to deadlines or responding to reminders. This experience fostered patience and adaptability within the researcher, given that one participant opted out of the study after completing the survey and lesson plan without the intention to conduct the actual teaching segment. Moreover, using the three data collection instruments allowed the researcher to explore how Grade 6 and 7 teachers frequently used social media applications as pedagogical tools. Teachers often used social media applications as consolidation tools when resources and facilities were not available or accessible. Social media applications were also used for formative assessment to gauge students' comprehension of the subject content.

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6. Appendices

6.1 Appendix 1: Survey

The use of social media applications as pedagogical tools for teaching and learning.

Instructions: Please indicate the answer to the following statements by checking the correct box next to each option that is applicable to you.

1. Age
   - ☐ 25 or younger
   - ☐ 26 – 30
   - ☐ 31 – 35
   - ☐ 36 – 40
   - ☐ 41 – 45
   - ☐ 46 – 50
   - ☐ 51 and older

2. How many years have you been teaching?
   - ☐ Less than 4 years
   - ☐ 5 – 10 years
   - ☐ 11 – 15 years
   - ☐ 16 – 20 years
   - ☐ Longer than 20 years

3. What subject(s) do you teach? Select all that apply.
   - ☐ English
   - ☐ Afrikaans
   - ☐ Mathematics
   - ☐ Natural Sciences
   - ☐ Technology
   - ☐ Economic and Management Sciences
   - ☐ History
   - ☐ Geography
   - ☐ Creative Arts
   - ☐ Life Orientation

4. How familiar are you with these social media applications? Rate your familiarity with the following social media applications by selecting a number between 1 (not familiar) and 5 (expert).

a) WhatsApp

1	2	3	4	5
Not familiar – Has never used it.	Somewhat familiar- Used it a few times.	Familiar – use it a few times a month.	Very familiar – use it a few times a week.	Extremely familiar – Daily use.

b) Facebook

1	2	3	4	5
Not familiar – Has never used it.	Somewhat familiar- Used it a few times.	Familiar – use it a few times a month.	Very familiar – use it a few times a week.	Extremely familiar – Daily use.

c) Instagram

1	2	3	4	5
Not familiar – Has never used it.	Somewhat familiar- Used it a few times.	Familiar – use it a few times a month.	Very familiar – use it a few times a week.	Extremely familiar – Daily use.

d) Twitter

1	2	3	4	5
Not familiar – Has never used it.	Somewhat familiar- Used it a few times.	Familiar – use it a few times a month.	Very familiar – use it a few times a week.	Extremely familiar – Daily use.

e) TikTok

1	2	3	4	5
Not familiar – Has never used it.	Somewhat familiar- Used it a few times.	Familiar – use it a few times a month.	Very familiar – use it a few times a week.	Extremely familiar – Daily use.

5. Do you feel that social media applications can benefit the teaching and learning process? Motivate your answer.

_____

_____

_____

6. What social media applications are you most likely to use for administrative purposes? Rate your choice on a scale of 1 (will not use it) to 4 (will use it).

a) WhatsApp

1	2	3	4
Will not use it.	Never considered using it.	Might consider using it.	Will definitely use it.

b) Facebook

1	2	3	4
Will not use it.	Never considered using it.	Might consider using it.	Will definitely use it.

c) Instagram

1	2	3	4
Will not use it.	Never considered using it.	Might consider using it.	Will definitely use it.

d) Twitter

1	2	3	4
Will not use it.	Never considered using it.	Might consider using it.	Will definitely use it.

e) TikTok

1	2	3	4
Will not use it.	Never considered using it.	Might consider using it.	Will definitely use it.

7. Have you previously used social media applications in the classroom? If yes, please explain what you have used it for and how did you incorporate it. If no, please explain why not.

_____

_____

_____

___

8. What subjects would you say could benefit from using social media applications for teaching and learning and why?

_____

_____

_____

_____

9. What social media application(s) are you most likely to use for teaching and learning? Rate your choice on a scale of 1 (will not use it) to 4 (will use it).

a) WhatsApp

1	2	3	4
Very unlikely	Somewhat unlikely	Somewhat likely	Very likely

b) Facebook

1	2	3	4

Very unlikely	Somewhat unlikely	Somewhat likely	Very likely

c) Instagram

1	2	3	4
Very unlikely	Somewhat unlikely	Somewhat likely	Very likely

d) Twitter

1	2	3	4
Very unlikely	Somewhat unlikely	Somewhat likely	Very likely

e) TikTok

1	2	3	4
Very unlikely	Somewhat unlikely	Somewhat likely	Very likely

10) Please give a reason for each of the ratings that you provided in question 9.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

11) Do you think that the use of social media applications will influence the achievement of learning outcomes? Please motivate your answer.

_____

_____

_____

12) How will you know that social media applications had a positive influence on teaching and learning?

_____

_____

_____

_____

Link to Microsoft form:
Exploring social media applications as pedagogical tools for teaching and learning. (office.com)

6.2 Appendix 2: Lesson plan template

Lesson Plan

Teacher: Grade: Duration:	
CONTENT: Subject: _____ Topic: _____ Learning outcome: _____ _____ _____ Assessment type: Formal / Informal Assessment instrument: _____ _____	
PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; Independent/Collaborative Activities:	
Teacher	Learner
	Instructions to learner:
TECHNOLOGY Social media application(s) used: (please list all technology below, including all other technology used for this lesson)	
Teacher	Learner

How will the social media applications be used for teaching and learning?	
Teacher	Learner
Differentiation:	
Enrichment:	
Lesson notes:	

6.3 Appendix 3: Lesson plan analysis grid

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.				
2.	Clearly describes how social media application will be used as for teaching and learning.				
3.	Social media applications are used to scaffold learning.				
4.	Clear learning outcomes are set.				
5.	It is clear that the social media application assists in the process to achieve learning outcomes.				
6.	The use of each social media application adds to the learning process.				

6.4 Appendix 4: Semi-structured interview

Semi- structured interview

Post lesson interview: Teacher experience using social media applications as pedagogical tools for teaching and learning.

Participant number: _____

1. Did you find the selected social media application suitable to teach the lesson? Please elaborate. (TCK)
2. How was the learning opportunity transformed by using the social media application? (TPK)
3. In what way did the social media application enhance the learning experience during the lesson? (TPK)
4. Did using social media applications as pedagogical tools make teaching easier or more challenging and why? (TPK)
5. Did using the social media application as a pedagogical tool have an effect on the interaction between learners during the lesson? Please elaborate. (TPK)
6. How did learners react to the use of social media applications for teaching and learning (TPK)
7. How did using the social media application aid in achieving this lesson outcome? Please elaborate. (TCK) (TPK)
8. What value do you think social media applications brought to your lesson if any. (TPK)
9. Explain how you think teaching with the social media application contributed to achieving the learning outcome? (TCK) (TPK)
10. Would you continue using social media applications for future lessons? Please elaborate. (TCK)
11. Do you feel that the learners were equipped with sufficient technological knowledge to learn with the social media application? Please elaborate. (TPK)
12. Do you feel that you are equipped with sufficient technological knowledge to teach with the social media application? Please elaborate. (TPK)
13. Do you feel that the features of the application contributed to the teaching method? Please elaborate. (TPK)

14. Was it easy to manage the social media application during the lesson time? Please elaborate. (TPK)
15. How did the features of the application contribute to the learning experience? (TPK)
16. What would you do differently if you must plan and teach this lesson again? (TCK) (TPK)

6.5 Appendix 5: Letter of consent - Principal

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

LETTER OF CONSENT

April 2023

Dear Principal

REQUEST FOR PERMISSION FOR TEACHERS TO PARTICIPATE IN A STUDY ENTITLED:

"Exploring grade 6 and 7 teachers' use of social media applications as pedagogical tools."

I am writing to request permission to conduct a research study at your institution. I am Bereldene Abrahams, currently enrolled for a Master's degree at the University of Pretoria, under the supervision of Dr Kimera Moodley and Dr Ankie Robberts. I am undertaking a research study on the topic, "Exploring social media applications as pedagogical tools: Lesson planning and achievement of learning outcomes." The aim of the study is to explore how teachers integrate social media applications as pedagogical tools into their planning to achieve learning outcomes.

Please will you grant me permission to conduct this study at your institution? I require four Grade 6 and four Grade 7 teachers as participants to take part in the survey, prepare one lesson using a set lesson template, and present that lesson and finally be interviewed. The virtual semi-structured interview will contain questions related to how teachers experienced integrating the social media applications as pedagogical tools into their lesson planning to achieve learning outcomes.

The participants' responses will be reported on anonymously and confidentiality will be maintained. The findings of this study will only be documented in my dissertation, published in an article, and presented at conferences.
Should you agree to participate, you agree to the following:

- I consent that data from this study can be used for research purposes.

I acknowledge that:

- I have been informed that participation is voluntary, and students are free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied.
- I have been informed that the confidentiality of the information collected will be safeguarded.

LETTER OF CONSENT FOR PRINCIPAL PERMISSION FOR TEACHERS TO PARTICIPATE

Voluntary Participation in the research project entitled:
"Exploring social media applications as pedagogical tools: Lesson planning and achievement of learning outcomes"

I, _____, (Full names) the principal of
_____ (school name) hereby

Please tick the appropriate block

Give Consent ☐

Do not give consent. ☐

to allow my school to participate in the above-mentioned study introduced and explained to me by Bereldene Abrahams, currently a Master's student at the University of Pretoria.

Furthermore, I declare that I understand the aim of the research study and the purpose of collecting data through surveys, document analysis and interviews and that the responses and information collected will be used for analysis purposes only and details of my school and my learners will always be kept confidential and anonymous and will not be mentioned at any stage during the research study.

Full names	Signature
Ms. B Abrahams	Dr. K Moodley
Student Researcher	*Supervisor*
University of Pretoria	University of Pretoria
bereld26@gmail.com	kimera.moodley@up.ac.za
+27 74 628 0970	(012) 420 2855

School Stamp

6.6 Appendix 6: Letter of consent – Teacher

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

LETTER OF CONSENT: PARTICIPANT

April 2023

Dear Teacher

REQUEST FOR PERMISSION TO PARTICIPATE IN A STUDY ENTITLED:

"Exploring grade 6 and 7 teachers' use of social media applications as pedagogical tools."

I am Bereldene Abrahams, currently enrolled for a Master's degree at the University of Pretoria, under the supervision of Dr Kimera Moodley and Dr Ankie Robberts. I am undertaking a research study on the topic, "Exploring social media applications as pedagogical tools: Lesson planning and achievement of learning outcomes." The aim of the study is to explore how teachers integrate social media applications as pedagogical tools into their planning to achieve learning outcomes.

You are invited to participate in a research study which will explore social media applications ad pedagogical tools to achieve learning outcomes.

I require four Grade 6 and four Grade 7 teachers as participants to take part in the survey, prepare one lesson using a set lesson template, and present that lesson and finally be interviewed. The virtual semi-structured interview will contain questions related to how teachers experienced integrating the social media applications as pedagogical tools into their lesson planning to achieve learning outcomes.

The participants' responses will be reported on anonymously and confidentiality will be maintained. The findings of this study will only be documented in my dissertation, published in an article and presented at conferences.

Should you agree to participate, you agree to the following:

- I consent that data from this study can be used for research purposes.

I acknowledge that:

- I have been informed that participation is voluntary, and students are free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied.
- I have been informed that the confidentiality of the information collected will be safeguarded.

LETTER OF CONSENT FOR TEACHER PERMISSION TO PARTICIPATE

Voluntary Participation in the research project entitled:
"Exploring social media applications as pedagogical tools: Lesson planning and achievement of learning outcomes"

I, _____, (Full names) of _____ (school name) hereby

Please tick the appropriate block

Give Consent ☐

Do not give consent. ☐

to participate in the above-mentioned study introduced and explained to me by Bereldene Abrahams, currently a Master's student at the University of Pretoria.

Furthermore, I declare that I understand the aim of the research study and the purpose of collecting data through surveys, document analysis and interviews and that the responses and information collected will be used for analysis purposes only and details of my school and my learners will always be kept confidential and anonymous and will not be mentioned at any stage during the research study.

_____ _____

Full names Signature

Ms. B Abrahams
Student Researcher
University of Pretoria
bereld26@gmail.com

Dr. K Moodley
Supervisor
University of Pretoria
kimera.moodley@up.ac.za

+27 74 628 0970 (012) 420 2855

6.7 Appendix 7: Application to conduct research at a public school

Directorate: Research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Note

- This application has been designed with students in mind.
- If a question does not apply to you indicate with a N/A
- The information is stored in our database to keep track of all studies that have been conducted on the WCED. It is therefore important to provide as much information as is possible

1 APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	Ms
1.1.2	Surname	Abrahams
1.1.3	Name (s)	Bereldene Robin-Lee
1.1.4	Student Number (If applicable)	20734248

1.2 Contact Details		
1.2.1	Postal Address	6 Malva Road Uitsig 7493
1.2.2	Telephone number	
1.2.3	Cell number	074 628 0970

1.2.4	Fax number	
1.2.5	E-mail Address	Bereld26@gmail.com / u20734248@tuks.ac.za
1.2.6	Year of registration	2022
1.2.7	Year of completion	2023

2 DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	University of Pretoria
2.1.2	Degree / Qualification registered for	Master of Education
2.1.3	Faculty and Discipline / Area of study	Education
2.1.4	Name of Supervisor / Promoter / Project leader	Dr Kimera Moodley Dr Ankie Robberts
2.1.5	Telephone number of Supervisor / Promoter	Dr. Moodley: 073 455 9573 Dr. Robberts: 082 897 2336
2.1.6	E-mail address of Supervisor / Promoter	Dr. Moodley: kimera.moodley@up.ac.za Dr. Robberts: ankie.robberts@up.ac.za

2.1.7	Title of the study: Exploring social media applications as pedagogical tools: Lesson planning and achievement of learning outcomes.
2.1.8	What is the research question, aim and objectives of the study
Exploring how teachers integrate social media applications as pedagogical tools into planning to achieve learning outcomes.	

2.1.9	Name (s) of education institutions (schools) Tygerhof Primary School	
2.1.10	Research period in education institutions (Schools)	
2.1.11	Start date	2023
2.1.12	End date	2023

6.8 Appendix 8: Timeline

	April 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	March 2023	April 2023	May 2023	June 2023	July 2023	Aug 2023
Research proposal: Chapter 1: Introduction and background.																	
Research proposal: Chapter 2: Literature review and conceptual framework																	
Research proposal: Chapter 3: Research design and methodology																	
Submission for ethical clearance																	
Research proposal: Chapter 4: Data collection and findings																	

Research proposal: Chapter 5: Recommendations & Conclusion																	
Final Submission																	

6.9 Appendix 9: Data collection: lesson plans

Lesson Plan

<table>
<tr><td colspan="2">Teacher: PARTICIPANT 1 Grade:7

Duration: 45 Minutes</td></tr>
<tr><td colspan="2">CONTENT:

Subject: Technology (coding and robotics)
Topic: Social media apps

Learning outcome:
Learners present an app using different social media sites.

Assessment type: Formal / Informal
Assessment instrument: Informal assessment. Learners are assessed based on their app ideas and their ability to present it on a social media website.</td></tr>
<tr><td colspan="2">PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; Independent/Collaborative Activities:</td></tr>
<tr><td>Teacher</td><td>Learner</td></tr>
<tr><td>I will instruct learners to work in groups of 4-5 to design an app of their choosing. This app can range from a fashion site, gaming to a new social media app. Learners will then have to use an existing social media app to present their app.</td><td>Instructions to learner: Learners will form groups of 4-5 learners and create an app. Learners will choose an app theme, design and present it. The presentation of the app will take place over a social media website.</td></tr>
<tr><td colspan="2">TECHNOLOGY

Social media application(s) used: (please list all technology below, including all other technology used for this lesson).</td></tr>
<tr><td>Teacher</td><td>Learner</td></tr>
<tr><td>Cellphone
Laptop
Projector
Email
Youtube
Tik Tok
WhatsApp</td><td>Laptop
Projector
Email
Youtube
Tik Tok
WhatsApp
Cellphone</td></tr>
<tr><td colspan="2">How will the social media applications be used for teaching and learning?</td></tr>
<tr><td>Teacher</td><td>Learner</td></tr>
</table>

WhatsApp will be used to pass along any additional information regarding the assessment. Email will be used to send the link of the finished assessment. YouTube and Tik Tok will be used to present the assessment.	WhatsApp will ask any additional questions about the assessment√. Email will be used to send the link of the finished assessment. YouTube and Tik Tok will be used to edit, video and present the app.
Differentiation: The learner can select the social media application of their chose to present their ideas. Learners are not restricted to one app.	
Enrichment: Playing a YouTube video on how to edit on YouTube and Tik Tok. Introducing learners to PowerPoint and other Microsoft office products.	
Lesson notes: Learners are unclear about presenting an idea. Lack of knowledge surrounding PowerPoint and other applications to present on. Basic understanding of edition on YouTube and Tik Tok.	

A: Lesson Plan Analysis Grids

6.10 Lesson plan analysis grid (P1)

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.	√			
2.	Clearly describes how social media application will be used as for teaching and learning.	√			
3.	Social media applications are used to scaffold learning.	√			
4.	Clear learning outcomes are set.	√			
5.	It is clear that the social media application assists in the process to achieve learning outcomes.	√			
6.	The use of each social media application adds to the learning process.	√			

Lesson Plan

Teacher: PARTICIPANT 2 Grade: 6

Duration: 1 hour per week (3 Hours over 3 weeks)

CONTENT:

Subject: Life Skills: Personal and social wellbeing

Topic: Peer Pressure

Learning outcome:

By the end of the lesson / learning experience the learners should be able to:

Knowledge: (at least two)

- Define peer pressure.
- Identify the effects of peer pressure.
- Explain the different influencers of peer pressure, eg. Bullying, substance abuse, crime, rebelliousness, negligent sexual behaviour.

Skills: (at least two)

- How to appropriately respond to peer pressure - coping skills and assertion.
- Ability to disagree constructively – negotiation skills

Values / Attitudes: (at least one)

- Know where one needs to go to find help.

Assessment type: Formal / Informal
Assessment instrument: (what, who, how)
Informal Assessment: Class Activities, Class discussions and

PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; Independent/Collaborative Activities:

Teacher	Learner
	Instructions to learner:

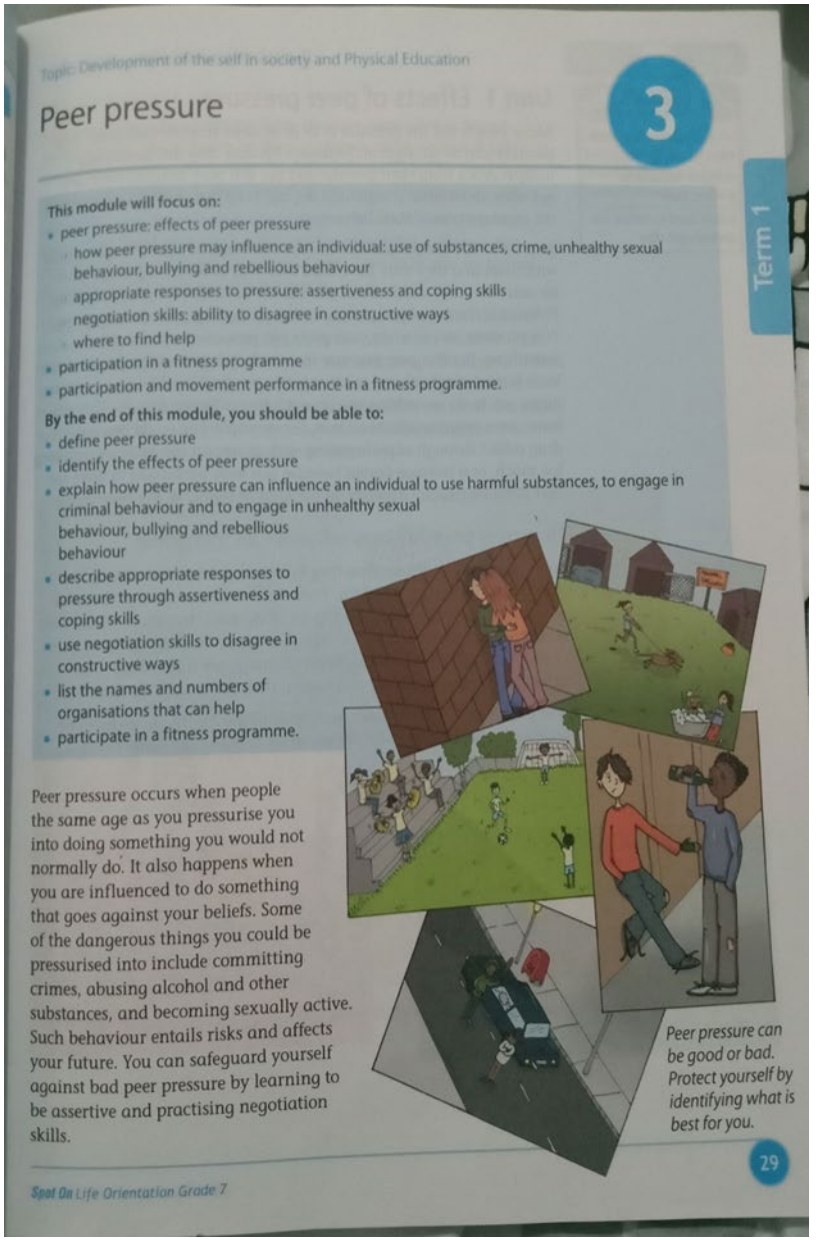
Lesson phases: (core content, activities, teaching approaches) **Introduction: 15 minutes** The teacher introduces the lesson by asking a question: What is the meaning of Peer Pressure or what does Peer Pressure mean to you?	Learners write down their answers on the paper handed to them, once they have the answer they feel is right, they then share it with the class. The teacher then lists all the common answers. Answers would range from Bullying (different forms of it cyber, sexual etc), rebellious behaviour etc.
Once these are all listed then the teacher starts off the discussion: What do you think are the effects of peer pressure?	Learners discuss this and then the teacher shows them a short youtube video on the effects of peer pressure. Learners discuss what they grasped from the video. Learners then rewrite their definition of peer pressure into their notebooks.
Learners turn to page 30 in their textbooks and read through the passage of How peer pressure may influence and individual. Question 1: Who can give me an example of 2 types of peer pressure?	Most learners will answer with Obvious or Subtle peer pressure after reading it in the book.
Development: 40 minutes Ask learners to then work in groups of 4 and list the different types of subtle and obvious peer pressure by giving examples they've experienced or "heard" of. Teacher walks around and assists where learners need motivation.	Once the lists are done, they choose a group leader or spokesperson to present their list. Once all lists are heard then the teacher asks the class to point out the types that are most relevant for them to display in class.
Question 2: Describe why teenagers follow their friends?	Learners give their own views and experiences as to why teenagers follow their peers, the teacher gives possible examples: popularity, not

Consolidation: 10 minutes Question: Explain how strong the influences of peer pressure are? Does one have to think of ones consequences to actions taken?	wanting to be a loser, if they don't do it then they're not cool, more answers from learners to list. Learners think over this question and give meaningful and strong responses. Comments like losing ones individuality and what they do now impacts their future, they don't grasp fully understanding the consequences of their actions. Wanting to be accepted by others takes precedence over what they want to achieve for the future.
TECHNOLOGY Social media application(s) used: (please list all technology below, including all other technology used for this lesson).	
Teacher	Learner
Youtube Instagram WhatsApp TikTok	Youtube Instagram WhatsApp TikTok
How will the social media applications be used for teaching and learning?	
Teacher	Learner
To explain the lesson by using visual content like youtube videos. Asking learners to look for content where they see peer pressure.	Gains more insight on the lesson being presented. Learners take to Instagram, Tik Tok and Youtube to review content.
Differentiation: Learners who do not have access to internet services are encouraged to use their own views and experiences. A3 pages will be handed to each learner and those with barriers to learning are encouraged to ask for assistance or buddy up with another learner with the teacher's	

guidance of course. It is not a graded task so learners will not be penalised but are encouraged to participate.
Enrichment: Homework for reflection. Learners are asked to make a poster to be displayed in class about what their definition on peer pressure is after the first lesson. They should make it attractive, eye catching and have meaningful notes on there. It's informal and a form of reflection on the lesson for the next lesson on peer pressure to follow.
Lesson notes: Self-Reflection on lesson: Successes and reasons Learners were fully engaged in the lesson and eager to give their points of view. Having them draw up lists and work in groups assisted with them hearing the input from their peers and to know exactly what they perceive as peer pressure. It made for some good discussion. The learning objectives were met for the first third of the peer pressure lessons. Challenges and reasons As one would expect from group work, the noise levels would increase, and some discussions would not be focussed on the work at present. One had to remind them of the objective of doing the groupwork. Discussions became heated as there were disagreements to others' opinions which would also be expected as not everyone views things the same way. This was easily squashed by reminding them that no-one's answers are incorrect. Improvements (changes for future lessons) To improve the lesson, I would try to keep the discussion time to a minimum as it takes away from written aspect of the subject. Have more activities for learners to do in their notebooks. Making sure all learners are partaking in groupwork or discussions and those who are shy to write down what they want to say so that it could be read aloud anonymously, in this way including everyone.

TERM 1	GRADE 6	Recommended resources
Topic 1: **Development of the self**	3 hours	Textbook, magazines, posters
• Positive self-esteem: body image - Understanding and respecting body changes - Other influences on body image: media and society - Acceptance of the self • Reading skills: reading with understanding and fluency • Reading about positive influences on body image: interpret/explain and relate what has been studied		
Development of the self	4½ hours	Textbook
• Abilities, interests and potential - Identify own abilities, interests and potential - Relationship between abilities, interests and potential - Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources - Action plan to improve own abilities, pursue own interests and develop own potential • Reading skills: reading with understanding and fluency - Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied		
Development of the self	3 hours	Textbook, life skills books
• Peer pressure: - Examples of peer pressure in different situations: school and community - Appropriate responses to peer pressure in different situations • Reading skills: reading with understanding and fluency • Reading about ways to resist peer pressure: interpret/explain and relate what has been studied		
Development of the self	3 hours	Textbook, newspaper articles
• Problem solving skills in conflict situations: keeping safe and how to protect self and others - Mediation skills - Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening • Reading skills: reading with understanding and fluency - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied		
Formal assessment	1½ hours	Activities done during the term
• Consolidation of work done during the term • Assignment/case study		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.



Topic: Development of the self in society and Physical Education

Peer pressure

3

Term 1

This module will focus on:

- peer pressure: effects of peer pressure
  - how peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour
  - appropriate responses to pressure: assertiveness and coping skills
  - negotiation skills: ability to disagree in constructive ways
  - where to find help
- participation in a fitness programme
- participation and movement performance in a fitness programme.

By the end of this module, you should be able to:

- define peer pressure
- identify the effects of peer pressure
- explain how peer pressure can influence an individual to use harmful substances, to engage in criminal behaviour and to engage in unhealthy sexual behaviour, bullying and rebellious behaviour
- describe appropriate responses to pressure through assertiveness and coping skills
- use negotiation skills to disagree in constructive ways
- list the names and numbers of organisations that can help
- participate in a fitness programme.

Peer pressure occurs when people the same age as you pressurise you into doing something you would not normally do. It also happens when you are influenced to do something that goes against your beliefs. Some of the dangerous things you could be pressurised into include committing crimes, abusing alcohol and other substances, and becoming sexually active. Such behaviour entails risks and affects your future. You can safeguard yourself against bad peer pressure by learning to be assertive and practising negotiation skills.

Peer pressure can be good or bad. Protect yourself by identifying what is best for you.

Keywords

peers: people of the same age
obvious: noticeable; evident; clear
subtle: hard to notice; not obvious; not clear

Unit 1 Effects of peer pressure

Many people feel the pressure to fit in at some stage of their lives. This pressure can be stronger on teenagers because they are developing independence from their parents and are still busy forming their own opinions about what is right and wrong. They also may not understand the consequences of their behaviour.

Your peers are the people who are the same age as you. You spend time with them and they may have their own way of behaving. What they do and what they think about you has an influence on your self-image. Pressure is the use of persuasion or threats to get you to do something. Peer pressure occurs when your peers put pressure on you to do something. Positive peer pressure in a study group could persuade you to work harder at school and achieve better results. Negative peer pressure forces you to do something you do not necessarily want to do. This can have some negative effects on you. For example, you could become a drug addict through experimenting with drugs, an alcoholic by drinking too much, or a teenage parent because you were persuaded to have sex. Peer pressure usually depends on the kind of people in the peer group.

How peer pressure may influence an individual

Some teenagers do things that they know are wrong when they allow peer pressure to influence them. Their need to be accepted or their fear of being laughed at causes them to go along with the group. Often, they would not behave in this way if they were alone or with another group of people. Children with a negative self-image are more likely to be influenced by peer pressure and rely on their peers to make decisions.

Peer pressure can be obvious, such as drinking alcohol in order to be accepted, or it can be subtle, for example dressing the same as others.

Peer pressure

Obvious peer pressure

- offered drugs and expected to take them
- given a cigarette and mocked if you refuse to smoke
- expected to join to bully someone
- steal something to prove your loyalty
- stop working at school
- rebel against teachers and parents
- break rules or laws

Subtle peer pressure

- copy peers' hairstyles
- start believing what they believe
- think you should like the music they listen to
- adopt peers' attitude to certain matters such as sex
- talk in the same way as your peers

Term 1 Week 6

Use of substances

Many teenagers start drinking when they are persuaded or forced by their peers. The pressure on them increases when alcohol is freely available at parties. Some start drinking to be accepted by their peers. Others start smoking to show that they are part of the popular crowd.

People who use drugs tend to spend time with others who share their habit. They think that using substances is acceptable and they may look down on people who do not use them. They may also try to stop individuals who want to leave the group.

The problem with drugs and alcohol is that they affect your ability to make decisions. They can also affect your health, cause accidents and lead to fights and crime. Substance use weakens peoples' judgement and interferes with their ability to make good decisions. People who drink and take drugs do things that they regret when they are sober. Because teenagers are at a **vulnerable** age, they do not understand the effects their actions will have on them later in life.

Keyword

vulnerable: at risk of being hurt physically or emotionally; exposed to being harmed

Peer pressure can make you do things that you will regret. Do not give in to peer pressure.

Term 1 Week 6

Keyword

intimidation: threats; force; fear

Crime

Teenagers are influenced to commit crimes for various reasons:

- They are challenged by their peers.
- They want approval from their peers.
- They do not want to be seen to let their peers down.
- They are afraid of being left out of the group.
- They must show their worth as members of the group.

The crimes committed may vary from shoplifting to attacking someone or stealing a car. Many teenagers do not have the maturity to understand the consequences of their actions.

Research shows that teenagers growing up in neighbourhoods with high crime rates are more likely to experience pressure to commit crimes. Gang members are under pressure to take part in the group's activities or risk being isolated or attacked.

Unhealthy sexual behaviour

Studies have shown that teenagers who became sexually active often did so because they thought it would impress their peers. Some were found to be having unprotected sex with more than one partner because they thought that "everyone was doing it". Unhealthy sexual behaviour can result in unwanted pregnancy, feeling emotionally hurt or used and sexually transmitted infections (such as AIDS).

A study of the influence of peer pressure on unhealthy sexual behaviour among young adolescents was conducted with the aim of investigating how negative peer pressure increases the incidence of unhealthy sexual behaviour. From the results, the researchers recommended that HIV-prevention projects should give attention to peer pressure, because they found that peer pressure has an influence on teenagers' sexual behaviour.

Life Orientation in South Africa

Fighting between teenage gangs in Khayelitsha in the Western Cape caused learners to drop out of school for fear of being injured or killed. Some of the gang members were as young as 12 or 13 years. Some were bullied into joining gangs. Some joined because they felt safer in a gang than out of the gang.

Members of rival gangs, who attacked each other on the way to school, thought they would get away with their actions because they were under 18 years. They were dealt with under the conditions of the new Child Care Act regarding detention and they will still face the consequences of their actions in court.

Bullying

Bullying refers to behaviour where a person or group of people repeatedly threaten or try to harm someone they see as weaker. It is intended to hurt and may involve direct attacks such as hitting, name-calling or teasing. Sometimes it is indirect, for example spreading nasty rumours or turning people against someone. Cyber bullying occurs when people post nasty comments on the web pages of others. Often, the cause of bullying can be traced to a bully with a negative self-image.

Some teenagers accept the behaviour of bullies or even join in acts of bullying because they are scared of being bullied themselves. Others do it to avoid being left out of the group. In a sense, peer pressure is a form of bullying when individuals are forced to join a group through **intimidation**.

Rebellious behaviour

Keyword

rebellious: going against authority; refusing to behave as society expects

Many teenagers generally spend more time with their peers than with their families. They naturally begin to adopt the views and behaviour of their peers, often without even realising it.

For some teenagers, rebellious behaviour develops from the need to fit in with peer groups. Pressure from peers can cause teenagers to go against their parents and other people in authority, such as teachers, or to join in destructive behaviours. Teenagers with a negative self-image are especially at risk.

Some forms of rebellious behaviour include:

- disobeying rules
- spending more time away from the family
- using substances such as alcohol and drugs
- changing one's appearance
- missing school
- not doing school work
- being argumentative
- running away from home.

Activity 1.1 Influence of peer pressure

40 minutes

You have been asked to give a speech on the effects of peer pressure to the class. Prepare the speech in your workbook. Use the guide below:

- Paragraph 1: Introduction – explain what peer pressure is. (3)
- Paragraph 2: Explain why teenagers want to follow their peers and do what they do. (10)
- Paragraph 3: Describe the negative effects of peer pressure. (7)
- Paragraph 4: Conclusion – explain how strong the influence of peer pressure is. Include the need to understand the consequences of your actions. (5)

Total: 25 marks

Teenagers often end up stealing to support their drug addiction.

6.10.1 Lesson plan analysis grid (P2)

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.	√			
2.	Clearly describes how social media application will be used for teaching and learning.			√	Mentions that students will use SM to review topics.
3.	Social media applications are used to scaffold learning.	√			
4.	Clear learning outcomes are set.	√			
5.	It is clear that the social media application assists in the process to achieve learning outcomes.			√	
6.	The use of each social media application adds to the learning process.	√			

Lesson Plan

Teacher: PARTICIPANT 3	Grade:7
Duration: 1 Hour	

CONTENT:

Subject: **English Home Language**

Topic: **Giving Instructions**

Learning outcome:

- Learners must know that instructions must be clear and accurate
- They must know the purpose of instructions
- They must be aware of things to avoid when giving
- Have knowledge of guidelines to follow when giving instructions.
- They should be able to communicate their ideas.

Assessment type: **Informal**
Assessment instrument: **Oral activities** (discussion/presentation)

_____

_____

PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; Independent/Collaborative Activities: **Whole group instruction, Small group discussion, and collaborative activities.**

Teacher	Learner
- **Start the lesson with a pre-knowledge question**: ask 1 or 2 learners to give directions to a particular place / to give a recipe of a particular dish. - **Have a class discussion on how to give instructions**	Instructions to learner: - They will discuss the pre-knowledge. - Engage in a class discussion on how to give instruction.(p116) - Listen to the teacher's whole class explanation on instructions.(pg 122)

- Whole class explanation on the guidelines of clear and simple instruction.i.e. referring to the book- ***Follow the Yellow Book road: Learning to Give, Take and Use Instructions.*** - Give learners notes on the guidelines of instructions. - **Small groups:** place them into groups of six where they will be given instructional topic to discuss.	-They will write notes on six guideline of clear instructions (pg 122) -They will have small group discussions .

TECHNOLOGY

Social media application(s) used: (please list all technology below, including all other technology used for this lesson).

Teacher	Learner
-Youtube -Projector : Digital notes(pdf) extracted from the book- ***Follow the Yellow Book road: Learning to Give, Take and Use Instructions***	Smartphone: Tiktok

How will the social media applications be used for teaching and learning?	
Teacher	Learner
Youtube: I will show them a video clip which gives ideas on how to give instructions	**Tiktok**: groups will present their ideas on their Tiktok Accounts.
Differentiation: Peer- Buddy system, audio-visual learning resources, reduced workload	
Enrichment: Extension activities, small group collaborations	
Lesson notes: Learners Book on Pg 122	

6.10.2 Lesson plan analysis grid (P3)

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.	√			
2.	Clearly describes how social media application will be used for teaching and learning.			√	Mentions that students will use SM to review topics.
3.	Social media applications are used to scaffold learning.	√			
4.	Clear learning outcomes are set.	√			
5.	It is clear that the social media application assists in the process to achieve learning outcomes.			√	
6.	The use of each social media application adds to the learning process.	√			

Lesson Plan

Teacher: Ms N McCallum Grade:7Mc

Duration: 60 Minutes

CONTENT:

Subject: Natural Sciences

Topic: Separating materials

Learning outcome:

For learners to apply their knowledge on separating materials and physically complete the activity using their knowledge, recording their findings and presenting it on youtube.

Assessment type: Formal / Informal
Assessment instrument:

Formal assessment. Learners will present their findings on Youtube and physically separating materials.

PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; Independent/**Collaborative Activities**:

Teacher	Learner
Learners will be watching a video on youtube that displays separating mixtures.	Instructions to learner: You will be divided into groups of 4. You need to separate two different materials from one another using any method of separation your group decides on. Once you have established which method to use, your group will bring these materials to school and record a youtube video to discuss and

watched, to be uploaded and viewed by their teacher.	present how to separate the materials. You will be marked on this and whether your video explains the method correctly. Your group will then inform the rest of the class via the classroom whatsapp chat that your video has been uploaded. Each learner will use the Whatsapp poll to rate whether they have answered the activity correctly. Enrichment – Kahoot! games
TECHNOLOGY Social media application(s) used: (please list all technology below, including all other technology used for this lesson).	
Teacher	Learner
Youtube Projector	Whatsapp Youtube Kahoot! – enrichment.
How will the social media applications be used for teaching and learning?	
Teacher	Learner
Youtube – this will be used for learners to watch the video provided.	Learners will use their cellphones to record their group members separating materials and uploading it onto Youtube.
Differentiation: Learners will be working in groups selected by the educator, these groups will be set according to their academic strengths.	
Enrichment: Learners will complete a Kahoot! activity on their cellphones.	

Learners will then get into groups of 4 and present how to separate different materials. i.e., group 1 will be separating rocks and pebbles, they will be using their chosen method of separating and record a youtube video like the one they have	

Lesson notes:

Learners have prior knowledge on separating materials therefore it will be easier for learners to understand this concept and will be able to easily complete this activity in the classroom independently.

6.10.3 Lesson plan analysis grid (P4)

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.	√			
2.	Clearly describes how social media application will be used for teaching and learning.	√			Mentions that students will use SM to review topics.
3.	Social media applications are used to scaffold learning.	√			
4.	Clear learning outcomes are set.	√			
5.	It is clear that the social media application assists in the process to achieve learning outcomes.	√			
6.	The use of each social media application adds to the learning process.	√			

Lesson Plan

Teacher: PARTICIPANT 5 Grade:6

Duration: 1 hour

CONTENT:

Subject: Natural sciences

Topic: Matter and materials: Solids, liquids and gases.

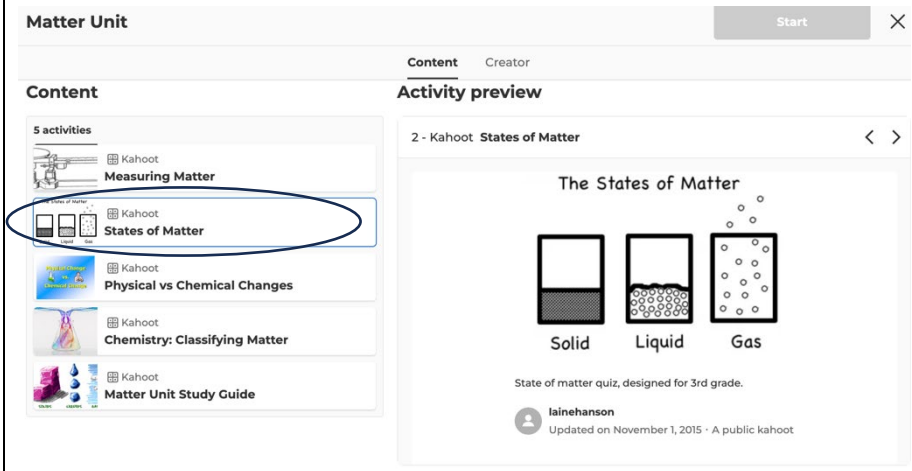
Learning outcome:

- Learners should know how the particles in solids, liquids and gasses look.
- They should be able to identify solids liquids and gasses.
- Learners should know what the process is called to go from one state of matter to the next.

Assessment type: Formal / **Informal**

Assessment instrument:

- Kahoot! Online game: https://create.kahoot.it/search-results/all?query=States+of+Matter&orderBy=relevance&topics=7%2C8%2C9%2C10&language=English#course=226cea2a-e901-49a6-933c-bf3c52d85d11



- Activity that will be handed out to the learners with questions based on the topic.

PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; Independent/Collaborative Activities:

Whole group activity and small group activity – Kahoot! game.

The learners will divide into groups of 2 and answer the Kahoot! in class. We will then see which smaller group has the most correct.

TECHNOLOGY

Social media application(s) used: (please list all technology below, including all other technology used for this lesson).

- YT video to give more insight into the work:https://www.youtube.com/watch?v=QQsybALJoew https://www.youtube.com/watch?v=wclY8F-UoTE
- Kahoot! Game

https://create.kahoot.it/search-results/all?query=States+of+Matter&orderBy=relevance&topics=7%2C8%2C9%2C10&language=English#course=226cea2a-e901-49a6-933c-bf3c52d85d11

Teacher	Learner
Discuss with the learners: • Matter can exist in 3 different states: solids, liquids and gases. • All the materials around us are in one or more of these three states. Show the two YT videos to the learners. • https://www.youtube.com/watch?v=QQsybALJoew • https://www.youtube.com/watch?v=wclY8F-UoTE The teacher then discuss the way that the particles in different types of matter looks. And Discuss the properties of each of them (solids, liquids and gases). Divide learners into groups of two to play the Kahoot! Games. At the end an activity will be handed out that they can do where they have to identify the properties of the 3 different matters.	Learners listen to what is being discussed and then ask questions. Learners watch the two videos and learn some more information about matter and the states of matter. The learners ask questions and discuss the topics. Learners play the Kahoot! Game and also see what they understand through this. Learners do the activity and use their textbooks and information from the videos to help them answer it.

How will the social media applications be used for teaching and learning?

Teacher	Learner

• YT video to give extra information and help them to understand the topic better. • Kahoot! game to in a playful way see what the learners understand.	• Learners get extra information and get the information in a way they could understand it better. • Through the game the learners learn in a fun way and they can also see what they understand.

Differentiation:

Only let the learners do the Kahoot!. Let them do more of the Kahoot! games from the same topic so they can learn in a fun way.

Enrichment:

All learners do some more Kahoot! games to learn in a fun way. This will help them understand it better as the game also gives the correct answers.

Lesson notes:

Is learners don't have phones or laptops etc. to answer games on project the game onto the board and learners write the answer down and at the end see which team has the most correct.

6.10.4 Lesson plan analysis grid (P5)

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.	√			
2.	Clearly describes how social media application will be used as for teaching and learning.			√	Students not using any SM. Teacher uses YouTube to show examples. Kahoot! listed but students are not actively using it.
3.	Social media applications are used to scaffold learning.			√	Teacher used SM while students used pen and paper.
4.	Clear learning outcomes are set.	√			
5.	It is clear that the social media application assists in the process to achieve learning outcomes.			√	
6.	The use of each social media application adds to the learning process.			√	Students did not use the SM.

Lesson Plan

Teacher: PARTICIPANT 6 Grade: 6

Duration: 60min

CONTENT:

Subject: English Home Language

Topic: Poetry

Learning outcome:

Understanding poetry
Oral- Tone, voice projection, pace, posture
Writing skills

Assessment type: Formal / **Informal**
Assessment instrument:

_____

_____

PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; **Independent**/Collaborative Activities:

Teacher	Learner
Give learners options of poems Show learners examples of poems being recited	Instructions to learner: Recite the poem in an interesting way using any of the following- rap, dance or/and song. Upload your final product on Tik Tok for marks.

TECHNOLOGY Social media application(s) used: (please list all technology below, including all other technology used for this lesson).	
Teacher	Learner
YouTube for examples	TikTok
How will the social media applications be used for teaching and learning?	
Teacher	Learner
Use YouTube to show learners examples.	Learners to upload final product on Tiktok.
Differentiation: Learners without access to Internet can record in class.	
Enrichment: If poem was recited using song, then attempt a different form (example dance).	
Lesson notes:	

6.10.5 Lesson plan analysis grid (P6)

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.	√			
2.	Clearly describes how social media application will be used as for teaching and learning.	√			
3.	Social media applications are used to scaffold learning.	√			
4.	Clear learning outcomes are set.	√			
5.	It is clear that the social media application assists in the process to achieve learning outcomes.	√			
6.	The use of each social media application adds to the learning process.	√			

Lesson Plan

Teacher: PARTICIPANT 7 Grade: 6

Duration: 1 hour preparation in class, 2-3 min. for performance

CONTENT:

Subject: Life Skills

Topic: Creative Arts: Performing Arts

Learning outcome:

- Learner creates an original work in mime and movement.
- Learner understands the concept of movement and miming in context.
- Learner makes use of technological devices and social media to record and present their original work.

Assessment type: Informal
Assessment instrument: Rubric

PEDAGOGY: Direct Instruction/Whole Group, Guided/Small Group; Independent/Collaborative Activities:

Teacher	Learner
• Educator makes use of the prescribed textbook and YouTube video examples to explain the concepts of mime and movement. • Educator practices simple miming techniques with the class. (May use another video tutorial from YouTube etc.) • Educator divides the class into groups of 3-4 learners. • Learners are allowed an hour during class to practice and record their performance. • Educator assigns learners to assist with recording the TikTok video. • Educator provides login details for the class profile to allow learners to record and post their video online.	Instructions to learner: • In your groups develop a short drama/skit based on an event that occurred in class or at school for presentation. • Combine this with expressive movements and mime to show emotions, characters, and actions. • Choose something that captivates your audience, this could be something that contains humour or satire. You may even base it on events from movies such as *Matilda* or *Diary of a Wimpy Kid*. • Remember to add music or sound to your performance. • You will then record your performance with your cell phone and post it on the class TikTok profile. • Your educator will assess your performance by watching the uploaded video.

TECHNOLOGY Social media application(s) used: (please list all technology below, including all other technology used for this lesson).	
Teacher	Learner
• Class laptop and projector. • YouTube/TikTok video examples and tutorials. • Class TikTok profile. • School tablets. • Spotify (Background music)	• Learner's own cell phone/tablet.
How will the social media applications be used for teaching and learning?	
Teacher	Learner
The Educator will use the social media platform to assess and provide feedback on the learners' performance.	Learner will use the social media platform to record, edit and present their performance.
Differentiation: Educator may provide school tablets to assist learners who don't have a phone to record and post their performance. Learners who did not complete their performance in class may complete it at home or during break time.	
Enrichment:	

Learners may perform and then present scripted skits/mini dramas/voice overs/interviews/podcasts. They could also collaborate their work by stitching each other's videos.
Lesson notes: Make the lesson fun and relatable, guide learners to find a suitable topic to perform encourage learners to edit and review their video before finally posting.

6.10.6 Lesson plan analysis grid (P7)

	Criteria	Yes	No	Partially done / vaguely done.	Comment
1.	Participant indicated the social media application in their planning.	√			
2.	Clearly describes how social media application will be used as for teaching and learning.	√			
3.	Social media applications are used to scaffold learning.	√			
4.	Clear learning outcomes are set.	√			
5.	It is clear that the social media application assists in the process to achieve learning outcomes.	√			
6.	The use of each social media application adds to the learning process.	√			

B: Data collection: interview transcripts

6.10.7 Interview with P1

Researcher:

Good afternoon. I just want to clarify or confirm again that you are okay with me recording the meeting.

Participant 1:

I am.

Researcher:

Okay. So I have your lesson plan, and I went through it. And I just made some notes based on things that I maybe didn't see in your lesson plan, but most of it was covered. So just to confirm your taught technology, coding and robotics, and then the social media applications that you chose to work with was; YouTube and TikTok.

Participant 1:

Yes.

Researcher:

And you did the lesson with grade seven. The first question. Did you find the selected social media application suitable to teach your lesson? And now I know you use TikTok and YouTube. So maybe if you can say something about those or if you want to speak about the one that you used most, or that the students used.

Participant 1:

Okay. I'm going to go with yes and no for that answer. And yes because they obviously are on YouTube, and they're on TikTok quite a bit. So they do understand the concept of how it works. They do understand the basics of editing. And I say basics because these social media apps actually have a lot to offer us. But our kids are being scratching the surface of it because they're not

used to these type of technology. So for them to actually use these things, they have to practice quite a bit.

And then I'm going to say no because like I said, they're not really getting to the depth of what these apps can do, and they're not using it to its full potential. They're only just scratching the surface of it. And I don't think they yet fully understand the concept of presenting on an app as much as they watch videos. And we do play it in cars. They are still not 100% sure about how to present something on these apps.

Researcher:
So maybe sjust to give me an idea of what the students had to do with the app. Maybe just take me through the lesson. I know what I have on the lesson plan. But if you can maybe just tell me what it is that I had to do..

Participant 1:
Okay, So when we started off the term, they had to create an app for me. And this they did on pen and paper. And then we took it a step further. And now they had to present the app on either TikTok or YouTube.

Researcher:
I'm just going off what you said you had to design an app?

Participant 1:
Yes. dThey don't have to create a website of the app, but if you would give an opportunity. How would you tell me what your idea is about an app? So basically, you can do it on powerpoint, you can make a poster, you can do it on any editing form that you have, but you present it to me on a social media app. Okay. Awesome.

Researcher:
Thank you. It gives me more of an idea. Now. Okay. So how would you say the learning opportunity was transformed or changed by using TikTok because they used TikTok?

Participant 1:
Yes. So I think it was much more exciting for them because they were given an opportunity to use technology in the classroom. And that's not something that they get to do. And then also, it was exciting because they got to explore their own creativity. They were in groups. So the groups got to split up into this person is editing. This person is doing the writing pieces. This person is the person that's going to be behind the camera. This is the person who's presenting to us. So everyone got to play the part in it. And that was really exciting for them. And then also just being able to use their phone during class time was a very exciting aspect to them. And then they got to show us.

They got to show us their individual skills as well.

Researcher:
Did you decide on who did? Like you said someone did editing. Someone was behind the camera. Who decided who did what.

Participant 1:
so because they are grade 7's they were allowed to decide themselves. They know what their abilities are, and they know what they're good at. And I didn't want to put someone behind the camera or in front of the camera that we didn't want to be there. So it was up to them, and they split themselves up very well.

Some of them even had like co editors because they knew it would be quite a bit of work. I can do this. I do have a video if you don't want to see like I think with the bloopers and everything. That is really cute to watch, but also showed me that they do have a lot of potential. It just needs to be nurtured because we're not at that point yet.

Researcher:
In what way did the social media app better or enhance the learning experience

during the lesson? I know it's quite similar to the previous question, but do you think that the social media enhanced the lesson using the app specifically.

Participant 1:
I think it definitely enhanced the lesson, because like I said when they started off, they had to do it on pen and paper for me. And that as much as it was fun, it couldn't really they couldn't bring their idea to life. But now because they were editing some of the things like when I show you the video, you'll see that some of the things that they did, the pictures that they sent me, it might have been like a very basic idea. But now that because they could do it over social media app. It just looks amazing. And it's kind of like seeing the ideas come to life. And they were very proud of it. Like when they showed videos, if they showed me anything they were working on, they were really proud of that aspect, which we wouldn't have gotten if it was just on pen and paper. Wouldn't have been the same thing. Social media didn't launch that part of it.

Researcher:
Sorry. Would you say using the social media app as a teaching tool or as a pedagogical tool made teaching for you easier or more challenging?

Participant 1:
I wouldn't say it was easier, but I definitely wouldn't say it was more challenging. I think it was just a challenge in itself because it was a very new aspect for me also to be using social media over it and then our kids don’t really have a

Very thorough background about these apps. So when I started out, I actually had to give them kind of like a crash course on how to use powerpoint, how to use some of the editing things, giving them ideas about how to present so that was a challenge because to me, it sounded very simple, or it was a simple thing to do. But for them I had to break it down with each step and show them how to do certain things. But as much as it was more challenging or not more challenging. But I had its own challenge. I don't think the same thing would have worked without the social media app.

Researcher:

And then did using the app have any effect on the interaction between the learners during the lesson?

Participant 1:

Yes, it did. Like they asked so many more questions. Them themselves in the groups were talking amongst themselves like, oh, do you know how to do this? Do you know how to do that? So you got to know all about that. And if they were using technology a lot in their life, or those who didn't use it as much.
So it definitely changed the dynamic of the classroom. And everyone was very excited. But they also needed to learn as they were going about.

Researcher:

You said they changed the dynamic. That you mean like the student teacher dynamic. Or which dynamic are you referring to.

Participant 1:

Student teacher. Yes. Because there was also a lot of things that they were teaching me when it came to things like, oh, did you know you could do this, but then also just the learner learner dynamic, because now they have to learn from each other. One of them knew editing better than the other. But they wanted to be editors. And now they had to learn from one another and ask questions or do you know how to crop this out, do you know how to put that in?
So there was also that.

Researcher:

Just for interest sake. Were all of them participating. Were there any of them that were not eager to participate?

Participant 1:

Not that they were not eager, just that they lack the knowledge to be able to participate. So they were more of a standby character.

Researcher:

How did the learners react. When you introduced the concept of using social media applications as part of this lesson?

Participant 1:

They were excited. I think that was the main emotion that was portrayed excitement and then confusion. Also, because there was a lot of questions about how exactly were we about this. Is this what you mean, just making sure people this is really new. I'm not really exactly sure what to do. So there was a lot of confusion, but also the excitement outweighed it. They wanted to show me what they could do.

Researcher:

Yeah. And then would you say that using this application. Did it aid in achieving your lesson outcome? In the beginning of your lesson you know what you want them to do at the end or should be able to do at the end. And did the social media app, did TikTok have an affected aid in you or them.

Participant 1:

So when I was watching these videos and I was watching the final outcome. We portrayed it on the projector so that everyone could see and they could be proud of themselves and see all of that. But the one thing that I noticed, they did what I've asked, like the basics of it, of presenting an app. They did, but it's just the way they went about presenting it.

And what they were using was just like I said very surface level again. So I think in future I would like to maybe get them to think a bit more about it and use a lot more different technology aspects like websites or even social media.

There's so much more that they can do so they will vary basic levels. But at the end they did what I asked. My outcome was achieved.

Researcher:

But would you say, like the app itself helped with it.
Like if the students didn't have the app.

Participant 1:
Yes, 100%.
I wanted to show them like they're creating an app you can't create an app on paper

Researcher:
Okay. And then next question. What value did you think? Or do you think the social media app brought to you lesson if it brought any value at all? What value do you think it brought?

Participant 1:
I think it showed them that you can use technology. As even not technology, but sorry, but social media as a learning tool. You can use it for so much more than what it's used for now and that it is something that can benefit you if you use it in the right way. So I think it brought value in that way. And it also brought value in terms of.
This was basically my whole lesson of seeing an app. And YouTube and TikTok was an app. So they saw what they could put in their own apps. So that also put value into it. Yeah.

Researcher:
And then would you continue using social media apps for your future lessons? And if so, why.

Participant 1:
I would. And why? Because it makes it so much easier. It's something that I can continuously edit yearly if I need to ever change anything out. And also I can just store it in case it's a reminder. Send it out to parents over WhatsApp if they need a reminder and they're not sure what to do.
It's an amazing tool. Actually, if we want to communicate with parents, especially in this day and age when you can hardly see them because everyone's working

and doing their own thing. It's a much easier way to get in contact with them, so I'll definitely use it again.

Researcher:
Yeah, I did notice that you mentioned in your lesson plan also that you used WhatsApp to pass along any additional information. So I just made a note of that as well. Then would you say you're breaking up my breaking up can you hear me.

Researcher:
Can you hear me now. Okay. Can you hear me. Yes. Can you hear me? I think it's mine. Okay. Now. You.

Participant 1:
Good. Can you hear me.

Researcher:
Can you hear me. Good. Are you good.

Participant 1:
Are you good.

Researcher:
can you hear me

Participant 1:
Are we good? Now. I think so. Can you? Okay. I can hear you. Okay.

Researcher:
Do you feel that your learners were equipped with sufficient technological knowledge to learn with this apps?

Participant 1:
Again, I'm going to say yes and no. Yes because they could understand the basics of what I was doing. But then no, because it was the very surface level. So the one is really getting into the depth of it like I would have liked into, considering the age that we are in. But I do understand why some of them didn't

even have access to a phone, and so they had to pick other roles for them to play as much as they would have wanted to be part of the editing. They couldn't because they didn't really know what to do with it.

Researcher:
Okay. Yeah. You say you mentioned that some of them don't even have access to phones. So how did it work? Did you provide the phones? Did they bring phones? Or was it one per group? How did it work.

Participant 1:
So generally I placed them in where they'd have one person, at least that has a phone, sometimes more in the group. But every group had one person that had a phone.

Researcher:
Okay. Then do you feel that. You were sufficiently equipped with. Were equipped with sufficient technological knowledge to teach with social media apps, or with TikTok. And WhatsApp? The ones that you listed?

Participant 1:
Yes. But also I learned a lot as they were talking and they were doing things. So I also do think that there's so much more for me to learn by myself. But I could with this lesson in particular, we are able to teach it. But I think further I would like to get more knowledge about it in order to be able to teach better.

Researcher:
And then do you feel that the features of the apps and I feel like you might have answered this already. But do you feel like the features of the app contributed to the teaching method?

Participant 1:
Yes. So the reason we chose TikTok and YouTube itself was because of what they could offer us as social media, as opposed to Twitter or Instagram, or any of that. Even though they have very similar features and they could do these things,

TikTok and YouTube were just made better so that it was easier for them to use those apps.

Researcher:
We're almost done. Was it easy to manage the social media apps during the lesson time?

Participant 1:
Yes. So most of them were using it on their own private account because they were the ones that had a phone, and we just kept it in the draft and whatever they needed to send me, they sent it to me over WhatsApp. So we also use the WhatsApp so everything was just private between us. Nothing was really shared outside of that. And it was very easy to just manage them using those apps.

Researcher:
Again, how did the features of the app contribute to the learning experience.

Participant 1:
It provided us all the editing tools we needed. If they needed to search something on that app to see how to use that app. They could also do that if they needed to know, how do I present TikTok and YouTube also had that. So they basically had everything we could ever need, anything that I was maybe miscommunicating to them, they could find on those sites also. So it was a learning experience is a multitude of ways.

Researcher:
Thank you, my very last question. What would you do? And I know you mentioned this earlier as well. But if you had to teach this lesson again, what would you do differently, if anything?

Participant 1:
I would probably present an app of my own first, maybe on powerpoint or any other app that's available to me. And I'll present my own idea to just give them an idea of what to do, because I think a lot of them were mistaken about that portion. The idea was perfect, it's just the presenting part that was actually hard.

They could understand the first concept. But presenting wasn't something that they did outside of maybe like an oral at school. Or show and tell so that was a very hard aspect for them to understand.

Researcher:
Do you feel that they might need more training on that part before. I know you think you would have maybe done one yourself first, but do you feel like them as students would need more training or more practice with it before they could do their own one then?

Participant 1:
Yes. I definitely think that the way we go about orals and the way we go about teaching certain things is very, we teach it to you. You write it in your book and that's it. They don't really get a lot of practice. So this was practice for them, which is also why you could see that they weren't really comfortable with it. But at the same time, they were willing to learn. So it means that there is opportunity for us to do it. It's not like there isn't.

Participant 1:
Thank you so much. I'm officially out your hair.

6.10.8 Interview with P2

Researcher::

Okay. So I just wanted to confirm that you are okay with me recording the Meeting. You give me permission.

I'm okay with it. I give you permission. Just use me,

Researcher::

I just have sixteen questions that I want to go through. But some of the questions I might skip over. And then, I might add different questions depending on how you answer it. And then I also went through your lesson plan. So, whatever maybe wasn't clear or explicitly stated in there, then I will just add those, but it shouldn't be long. It will be about 15-20 minutes max. Then I'll be out of your hair.

And I see that you have taught life skills and the topic was peer pressure. And I think you are one of the Teachers that listed the most social media networks or social media applications because you have YouTube, Instagram, WhatsApp, and TikTok.

Participant 2::

Okay. So what I…

Researcher::

You can start if you want to. But we'll get to that later down the road. I don't want you to feel like you are repeating yourself.

Participant 2::

No, wait, no, wait then I'll wait.

Researcher:

So the first question I have was; Did you find the selected social media application suitable to teach the lesson? So that is why I'm saying, I saw that you

used four and I'm not very clear on how you used each of them, or if you want to elaborate on that?

Participant 2

So with the YouTube we used it in class where we show videos and have discussions on it basically. And then the other applications; asked the learners to. Ask them to view, look for things online that they've come across and then for them to collaborate with each other and then make videos of their own almost like social experiments as the social experiments that I asked them to go and view online as well. Okay. So then I asked them to use the social media by doing their own social experiments that they can put out.

Researcher:

So it was done in class?

Participant 2::

Yes

Researcher:

And then how does that. How'd you go about it? Did you ask them to bring their phones to school. Did you supply them with cell phones or tablets? What happened?

Participant 2::

We asked him to bring their phones to school because tablets aren't working. And to supply our own phones to a whole group of children, yeah, I don't know how my phone would look in the end.

Researcher:

Okay. So how would you say the learning opportunity was transformed by using the different social media applications that you listed. How did it change from how you would have normally taught this lesson if you hadn't used social media.

Participant 2::

The visual aspect changed it because you can teach a class. You can teach a

lesson in front of your class. And they'll be hanging on every word that you're saying. But once you add a visual component into it, it actually, then just sinks in because they're like, oh, wait. I've seen that before, or I've come across this before, even though you're just trying to explain to them this is what it is. Yes, they will say no we've experienced that, and so on. But when they actually see what it is, some of them that said, no, they've never experienced it. They actually be like, we're about to wait, that happened to me. Or I've seen that or I've done that before. So it really assists in the lessons.

Researcher:

Okay.

And then in what way did the social media application enhance the experience. Or better the experience.

Participant 2:

They were more interactive. Learners are more interactive when there's a visual aspect, because now they're just like, they want to know more. They actually then start questioning things more and they want you to delve deeper into what the lesson is about. So actually, it makes it fun for you because knowing that they actually want to know more about it.

Researcher:

Yeah

I'm sorry, (NAME). I'm going to have to ask you because you listed four social media applications. Out of those four, what would you say? Which one was the one that they preferred or which one was the one that you preferred? Or which one was the one that had the most effect? Or that was used most. I don't know if you want to answer it in summarize version. If you want to go through it one at a time?

Participant 2::

Tiktok. Tiktok. The learners are addicted to TikTok. I mean, if they're not busy doing TikTok movements in the class. Tiktok was the most effective because

they could even tell you which platforms to go to, or who to follow. Or. Who to follow, who to watch and where you have to go into the application because I'm not familiar with TikTok, so I have to learn these things.

Researcher:

So how did they use TikTok? What did they do with TikTok?

Participant 2::

With the videos. They could show you the videos. And then they showed you how they were going to do make up their own social experiments. And then the ones that we did in class was then to use it for the TikTok experience.

Researcher:

Okay so they used TikTok to go look for social experiments that have been done already.

Participant 2:

For ideas for their own ones. Yes.

Researcher:

Okay. And then when they did their own social experiments, did they also recorded them on TikTok?

Participant 2::

they also recorded on tiktok and obviously some would share it on whatsapp just so that you can see there's a broader spectrum to it

Researcher:

Okay I am just trying to understand how the different social media fit in so they record on TikTok and then they share it on WhatsApp.

Participant 2:

Yeah. So they will share it then as their status, because knowing that lots of people are going to see it and then share it amongst your friends in their groups because you know, things just go viral from there.

Researcher:
Yeah. Then would you say that using these apps as pedagogical tools or teaching tools. Did it make your teaching easier. Or did you find it more challenging?

Participant 2:
I find that it makes it a bit easier because times. There's things you can't really explain. You struggle to explain to them or they're not grasping what you're trying to get through to them. And then once you use these tools it actually brings across the message so much better. And somehow it also even simplifies what you've been trying to say all along.

Researcher:
Yeah. So you would say that it made it easier?

Participant 2:

It made it easier, yes.

Researcher:

Right. And how did the learners now, once you tell them they will be using all these apps for a lesson. How did they react? Because it's social media? It's different. How did they react?

Participant 2:
They went crazy. Because it's like, hey, we get it to use our phones. We don't have to hand it in we actually get into use it now in the lesson, obviously having to put down the boundaries and telling them you can't use it for what you want to use it. We're actually using it for a lesson. It's meant for this specific reason only.

But they enjoyed it. And it's almost like, Can we not do that for every lesson. Certain lessons not every lesson we can use it for.

Researcher:

Mentioning that you had to set boundaries because they're not usually allowed to have the phone at school because they have to hand it in. So. I can see the excitement for them.

Okay. So how would you say. What was the. Did it have any effect on the interaction between them? Did it improve the interaction between them, did it make them less interactive?

Participant 2:

No, there was actually more interaction. Normally, when you have discussions, you have those ones that shy away. They're not going to partake in this discussions. Now. When you're having this group movement now. Here you get to use social media. We get to record things. Those ones that were sitting in the back all of a sudden they come to the fore, and they all want to interact. When you look again, everybody's interacting because everybody wants a part of it. Everyone wants to 15 seconds or fame.

Researcher:

Yes. And then. How did using it? Did it aid in any way or a assist in anyway for you to achieve your lesson outcome.

Participant 2:

Yes, it did.

Researcher:

You have a lot of outcomes here as well. So did it reach all of it. Some of it. But the basis of the question is, did it assist in helping you reach learning outcomes?

Participant 2:
Yes, it did assist me in reaching my learning outcomes because. They could then, me just posing certain questions to them. They would be able to answer it and. They could interact with it and they gave you a better understanding of what the lesson was about in the end. So, everybody came about giving their version of what their understanding. But the basis was everybody got the point of what it was about.

Researcher:

Would you say this is different to how it would have usually been if you didn't use the apps?

Participant 2:
It is yes, because you would have probably had to go through that same lesson. Another time or another time, just for them to get it in the moment, you would have had to repetitive, you would have had to repeat the same lesson twice, maybe just for them to grasp what you're trying to say.

Researcher:
Yeah, I get you. And then what value do you think the use of the social media application brought to your lesson, if any.

Participant 2:
It brought lots of value to it. You want. A term or a value term. it brought so much value to the lesson because as i say just the interaction. We want our lessons to be we learners interact and they open up and they enjoy what you are bringing across because they don't need to sit there like drones. And you just adding on with a lesson. You want them to interact. You want them to look as if: I want to know about this. I'm into this learning aspect and everything.

So it adds so much value. It adds great value that I actually started doing. I'm

starting to rely on it a bit more in my lessons now. That's just something. It really helps so much. And to think of we never had this in the past. How did we get through our lessons?
Learning is made so much easier for them now.

Researcher:
Yeah. The next question I think we've answered partially already because I'm asking: Do you think that it contributed to achieving the learning outcomes? I think you've answered that. It was merged. Do you feel that your learners were equipped with sufficient technological knowledge to learn with these apps or with these tools?: Did you think that they had sufficient knowledge?

Participant 2:
They then knew more about it than what I did. As I said, I know how TikTok I will watch a video or two, but I wasn't really clued up on what is going on. And I was like right. I want to use this status into a lesson, but you're also going to teach me what has to be done. They were very much equipped.

Researcher:
Was this now regarding the features of the app?

Participant 2:
This is with regards to the features of the app, yes. But when it comes to technology, most of these learners, they know more than what we know.
Give them a phone. You're going to be going through the guide trying to figure out what's going on. They're going to show you immediately where to go.

Researcher:
True and with that also in mind, do you feel that you were equipped with sufficient technological knowledge to teach with the apps?.

Participant 2:
When it just came to the one app I was not. But with everything else, I make sure I was clued up with. I was like I was going to use this platform for my learning to teach me, but everything else I'm quite clued up on what to do there.

Researcher:

Okay, so what would you say? Because again, I have to ask you, because you listed four. So which ones were you more clued up on and the ones that you weren't.
Did you have to prepare yourself in any way? Like what did you do? Did you do your own research?

Participant 2:
So the ones that was clued up on is obviously the YouTube, which we use a lot Facebook, and WhatsApp which we are on daily. And Instagram as well. But then with a TikTok , yes I did a little bit of research. Saw some videos tried out, a few with someone else not having my own account. And just got the basis of what to do. But I relied on the learners to record the videos.

Researcher:
to recording a video?

Participant 2:
Recording. Yes, recording. And just uploading. Okay. What are you doing? That aspect. Okay. Yeah

Researcher:

And then. Would you say or how do you feel? Would you continue using social media applications for future lessons? And why?

Participant 2:

Yes, I would.
It makes it so much like I said, makes it so much easier just bringing across the message in your lesson.

Researcher:
And of course. Anyway, I don't want to put words in your mouth. Okay. Let me just see where we are at now. Do you feel that the features of the app, now you're going to again choose if you're going to speak specifically only on TikTok

because that was the one that you used most or all of them. Do you feel that the features of these applications contributed to your teaching method?

You know all teachers teach different and. Have their own ways and methods and styles. So do you feel like the specific apps contributed to your teaching method or the teaching method in general?

Participant 2:
Yes, it did contribute towards my teaching method because I'm open to learning. Whenever the learning opportunity is given. So it contributes quite a lot. Like I say, I'm open to learning. I'm open to gaining new knowledge. So by all means, yes.

Researcher:

Okay. And then was it easy to manage the social media apps during your lesson time?

Participant 2:
Okay. There were times when you had to go and just check up on. What exactly they are doing because they delve off the topic, and they end up doing something else. But once you got them into the groove of what it was about, then they stuck to the script.

Researcher:
Okay, that's good.

And how did the features of the app contribute to the learning experience to them learning. The features, did it have any significant value to how they were learning in this specific lesson. Again, you can choose which app you want to specifically refer to.

Participant 2:
Just just pose that again.

Researcher:

Okay, so how did the features of the application contribute to the learning experience.

Participant 2:

How did it contribute to the learning experience? They took it in the stride, like I say. They went into it, hands on, like they already knew what to do. So. It made the lesson go so much smoother. Like I said when you were the previous question, when you just asked, Did we have to monitor them when it came to the social, whatever applications they were using? Yes. I had to go and check up on that, but otherwise. It contributed a lot because. Everything went smooth. The lesson just carried it on as it should be. We didn't have to go in check on this one. Oh, you need a assistance here. Yeah there to come and check up on me. Because they knew exactly where to go and what to do.

Researcher:

And then my last question. What would you do differently if you must plan and teach the lesson again?

Participant 2:

Not so many applications. I'll probably stick to two applications. Because obviously when you went through that whole broad spectrum of applications. Trying out something new, threw everything out there. And everything got thrown back at me from them. So, yeah, I'll only rely on two. And probably the two that I would rely on is YouTube showing them even how to do make videos for YouTube and then TikTok because they know more about TikTok and they can show you what to do there.

Researcher:

What was it about using so many applications that makes you feel that you shouldn't have?
Which aspect. What brought you to that Conclusion? What was the: I'm drawing the line here?

Participant 2:

Because there was a split. And also he had a group here that went there. He had a group. Then he had the majority that went there. Now you had to be like. Wait. I don't know what one I'm going to use now where am I going to look.

So then all I would do is take a six.

Researcher:

We each of them in their groups using a different app. Is that what you're saying. Was that the split?.

Participant 2:

Before the lesson, I asked them there's a lesson before to prepare for the next lesson. When I ask them right. I want you to go and look at these apps and find things for me. Majority went straight to TikTok. Then you got others said I found this on Facebook. I found that on Instagram. I saw the shared on WhatsApp and things like it. So you had to be like, Where am I going to go now? So obviously, I went with majority, and I went to those that were all on TikTok, and we just found a consensus there..

Researcher:

I would just want to ask you one last question. If you can maybe just take me through. I know you did the lesson over a period because you had a prep and explanation lesson before your actual lesson. Maybe just to explain to me in steps how the lesson started from beginning to end just so that I can have a clear idea as of what's on your lesson plan.

Participant 2:

We started like I said with the week before I asked him, right. I want you to go and bring me something that deals with peer pressure, something that you see online. These are the platforms that I wanted to use. I said, YouTube, Facebook, WhatsApp, Instagram and TikTok.

And then the week at the lesson took place. I asked him right. Okay. Who of them viewed the videos. And then as I said, we have seen the split came. Where the majority was TikTok and the others told me these are the different applications that they went through. And then I just asked them simple questions about. Okay, so what is peer pressure? What are their views on peer pressure? Just try to get the general group discussion around it and then ask them about the videos that they viewed.

And then obviously, I showed them one of the videos that I had. The link in the lesson plan. And then from there we worked as a group. And then I asked them to write. Now, from what you've seen. And what we've spoken about in class. I want you to devise your own little social experiment where we make our videos in class, and we see what kind of response we could get for them.

Researcher:

Yeah. Awesome. Thank you. Thank you so much for. I really do appreciate it. I'm just quickly going to stop the recording and then I just want to check if everything's saving.

6.10.9 Interview with P3

Researcher.

I just want to confirm again that you do give consent, that I can record the meeting.

Participant 3

Yes.

Researcher

And then I have your lesson plan with me. You did it with the grade sevens and your subject was English, home language and. The topic giving instructions where one of the learning outcomes was that they should be able to communicate ideas that they know that instructions should be accurate and, and also the purpose of instructions.

Participant 3

Yes.

Researcher

I'm going to start immediately with the questions, the questions. If you could just maybe explain to me how the lesson went from start to finish, what you did, what the students did and what you did?

Participant 3

So basically the lesson was about giving instructions. I explained the instructions, then I let them write notes on instructions. Played them a YouTube video on instructions. Then I gave them an activity where they had to do a group work. They had to choose a topic from the instructional topics that I placed that I put up on the board. Then they had to go and meet as a group and share ideas. Then they had to present their ideas on TikTok.

Researcher

You used TikTok for them to present ideas, but you also had YouTube, right? So did you feel that you selected social media apps were suitable to teach the lessons that you were teaching?

Participant 3

Yeah. Because the learners were interested. It was a different kind of thing for them to present their lessons on TikTok. Because normally I play themselves videos on YouTube most of the time so for them to use TikTok, it was a new thing which was interesting for them. Yeah.

Researcher:

So how was the learning opportunity transformed or changed by using the social media apps, by using YouTube and TikTok. How was the learning different or transform?

Participant 3

I think it made things easier for myself and also for the learners. Well, sometimes we use what you call it the instructional teaching method whereby a teacher stands in front and teach so sometimes if you use a medium like YouTube, it makes things easier for yourself. And by using Tiktok, as I mentioned. previously that TikTok you avoid, sometimes it saves time. Sometimes it limits the mess that was going to happen in class or avoid the mess that was going to happen in class if the group had to present right in class. Yeah.

Researcher

Okay. And then in what way did the social media enhance the learning experience during the lesson. Or better the learning experience?

Participant 3

Experience. Okay. It improved, number one, they had to use the creativity so again improve their creativity on TikTok. And number two listening skills. I think so by watching on that video clip on YouTube.

They had to listen so listening skills are improved and also communication skills and creativity on TikTok were improved so those are the three skills. The listening skills, communication skills, and creativity.

Researcher

Okay. And did using social media apps as your pedagogical tools, did it make teaching easier or more challenging. And why?

Participant 3

It made life easier for myself also for the learners because remember most of them are shy to stand in front of the class and present. So if they are in their corners doing the presentation, and record the presentation then you put it up on the board. Show the class their presentations, makes life easier but it won't take time if you are going to let them present in class.

Researcher:

Do you feel like it saves time from the lesson?

Participant 3:

Yeah

Researcher

Okay. So did using the social media app as a pedagogical tool have an effect on the interaction between the learners during the lesson? Or would you say. Did it have any effect at all?

Participant 3

The interaction between you and the learners if you are going to play a video it lessened the interaction between you and the learners, and also. If you let them go outside and record themselves.
If you are not in total control of them. So the interaction is not, how do I put it? not not as much as compared to if you are in class not using social media. Let me put it that way.

Researcher:

But the interaction between the students was it more or less? With each other?

Participant 3

Okay.
It was more for them because it was a group work, especially when they were using TikTok.

Researcher

Okay. So they were interacting with each other a bit more?

Participant 3

Yeah.

Researcher

Okay. And then how did the learners react to using social media apps for teaching and learning? When you told them, how were they, what were they like when you told them to use social media?

Participant 3

Around about 60% of class. So I would say most of them are not comfortable for especially with the TikTok challenge. I think some of them are exposed to social media. Some of them are shy to use mediums like TikTok. But 40% of the class, I would say they were interested in using TikTok/

Researcher

And then how would you say using social media app helped or aided you in achieving your lesson outcome?

Participant 3

It did in a way because they actually judging by their presentation. On judging by their presentation on TikTok, the lesson outcomes were achieved. You can actually see that they followed the guidelines for clear instructions.
I think judging by their presentations on TikTok, their lesson outcomes were. Achieved. Okay.

Researcher

So by watching or using TikTok, it helped them to achieve the outcome because then you could look back and see what they learned or that they can..

Participant 3

that they can..

Researcher

And what value do you think the social media apps brought to your lesson, if any?

Participant 3

I think it's creativity and digital Skills, I think so. Digital skills and creativity. I think those are the values.
Apart from the skills that they showed the communication and the listening skills. But digital skills and also creativity. I think it was.

Researcher

And then would you continue using social media applications for future lessons? And please explain why if you say Yes.

Participant 3

I will use social media. Actually I am preparing for the next term. I'm preparing ore activities around social media.

Researcher

Wow, that's amazing. Yeah. Is that for this year? Or what do you think.

Participant 3

For next term.

Researcher

That's good. I like that.

Participant 3

And the reason why is because Social Media it makes things easier sometimes.

Judging by the reception on that TikTok activity, which was the first. So it was Yeah, but I think the numbers will increase of those who are willing to participate.

Researcher

Yeah. And then do you feel that your learners were equipped with sufficient technological knowledge to learn with the social media apps?

Participant 3

Yes. One or two groups showed great presentations on TikTok on their TikTok videos. So I think most of them know how to. Know how to use social media.

Researcher

And then do you feel that you were equipped with sufficient technological knowledge to teach with the Social Media apps?

Participant 3

I think so even though I'm not a regular user of some social media. But I think I'm equipped. I'm informed of most social media.

Researcher

Okay. So with the features of YouTube and TikTok, the students knew what to do with that. And then you also knew how to use the different features of TikTok and YouTube.

Participant 3:

Yeah

Researcher:

And then do you feel that the features of the apps contributed to your teaching method?

Participant 3

So, Youtube. There's not much features on YouTube. You only show them a video clip which is helpful in class. Useful in class. Let's say for instance there are learners who are struggling with language barriers here in class.

So now in YouTube there is a feature; The subtitles, I think, subtitles. Right? Where learners can actually read from what has been said in the video. So I'm making use of that feature. So I think it's useful so, yeah, from my side I think I'm sorted.

Researcher

And would you say, was it easy to manage your social media apps during the lesson time.

Participant 3

Yeah. Apart from the fact that, as I mentioned before that there are some inappropriate what do you call it content in some of the media, your Facebook, Your TikTok. So sometimes you need to be in control. But I think I can. But I think I can, as I've said, that I've used it once. Okay.

Researcher

So you were able to manage it. Nothing got out of hand. It was easy to manage. How did the features of the apps contribute to the learning experience. Now can you maybe just specify the features that you used for TikTok specifically because that was the one that students used?

Participant 3

Okay. So the features number one, they were present in a video, right. Sorry. They were presenting on the TikTok videos. So they included some images of their recipes, so everything that they used. The tools that they used. And the ingredients. Everything was there. They showed it on those videos.

Researcher

I know TikTok has like you can edit it on there you can upload. You can save on your draft. Did they make use of any of those specific features?

Participant 3

Yes, they do today created their own account. Uploaded their own videos. Yes then edited their own videos. Then they uploaded on their account. So that's where I downloaded the video.

Researcher

So they shared it, and then you were able to download it.

Participant 3

Yeah. Okay.

Researcher

And then just the last one. What would you do differently if you must plan and teach this lesson again.

Participant 3

I need more time. That's number one. If I had to. I need more time with this. So instead of now presenting, they actually do this. They actually do the recipes. They actually bake. One of them was to give a recipe on how to bake, right. If they can do that in reality or in practice. Then I'll be okay to see if that they really follow the instructions.

Researcher

And if there's anything, that you enjoy doing the lesson, if you maybe did not enjoy as much or something that stood out for you that you would like to share?

Participant 3

No, I was quite impressed by the reception and the excitement. Because I'm always excited by what excites the learners. Because especially something like social media that something that is out of the classroom.
I think it's useful that we include and manipulate the use of social media in the classroom.

Researcher

Thank you so much, P3, I have to meet with. (P6). recording but i'm not going to end the code yet i first want to

6.10.10 Interview with P4

Researcher:

I just want to confirm again that you give consent, that I can record the session.

Participant 4:

Yes.

Researcher:

And then I'm going to start right off. I have your lessons plans. So I just had a look at it. You taught natural science. And to grade seven on the topic separating materials. And then two apps that you used were WhatsApp, and YouTube. Can you hear me. Hello. Nabila. You are freezing.

Participant 4:

Back. Hi. Okay.

Researcher:

This recording is okay. The recording is all there. Okay. Sorry. I just want to do, like the last thing I asked you is that the two apps that you used were. Whatsapp? And YouTube.

Participant 4:

Yes.

Researcher:

Okay. Can you maybe just explain to me why you chose the two apps and then perhaps just run me through the lesson before I ask the questions? Like, I know I have your lesson plan, but just how you did the lesson with the kids and so forth.

Participant 4:

So I chose Youtube because that's just an easier platform for the learners to upload to and it was easy for me to explain to them the entire process. And then I used WhatsApp because I like the WhatsApp polls. And they all have access to it.

So in terms of technology accessing YouTube and WhatsApp was the easiest option for my class. And then what I did was. I related it, we worked in Natural Sciences, and we worked with separating material. So it was a topic that we did. They were each divided up into groups of four. And basically I gave them free reign. They just had to mix two materials and show me by obviously recording it, how they would separate it. So they brought their own materials, for example; one group had to separate the coffee grains and salt. And they basically had to bring in a filter paper and show me how they would separate the two. So one person would do the recording, and they would do, like a voiceover explaining each step. And once they were done upload it onto YouTube.

And from there, the rest of the class would go and watch and do a poll based on what they thought of each group's video.

Researcher:
Okay. And did you manage to do all of this in your one lesson?.

Participant 4:
No. So I had to let them go home. Do the WhatsApp poll at home because most of them didn't have their phones. I asked parents for consent for them to bring their phone so one person per group to do the recording. And then when they went home, set up the polls themselves and then showed me their responses.

Researcher:
Okay.

I love the idea. That's why I wanted you to tell me because that’s what I got from the lesson plan. And it's something different. And I love the concept that you used, WhatsApp with the polls as like something new that came out of your lesson plan specifically.

I'm going to start asking you the questions now. Right? So the first one. Was the selected social media, in your case, social media applications, because you used two. Was it suitable to teach the lesson? And if you can please elaborate on that.

Participant 4:
So yes, it was like I said YouTube made it easy for them to upload so they could create private accounts. And I could show them in class before the time, what to do. And using YouTube made it much more easier for us to upload and keep it private as well because I didn't want them to share their videos with the public.

And then with WhatsApp, using that was also pretty easy. Sorry because I could easily explain to them because they use WhatsApp and YouTube, most of them use it daily. It was easier for me to explain to them how to use it. And that was an advantage because they already knew how to set these things up.

Researcher:
Okay. And then how was the learning opportunity? Would you say, transformed or changed by using these apps?

Participant 4:
I think they really enjoyed it. It was different to the usual chalk and talk and the textbook and showing them the video only, but they're not really applying what they see. So in the beginning I obviously showed them a YouTube video already of learners doing this with they teacher, and for them to do it on their own. It was more practical hands on activity, which I think enhanced their learning a lot. So now they learn through doing basically.

Researcher:
Yeah, that's awesome.

And in what way do you say the app made the learning experience better?. I know you kind of explained that saying it's different than the usual chalk and talk.

But yeah, how would you say it made it better or enhance the learning experience?

Participant 4:
It made it better because they were using an app that they use daily. So they were actually learning by doing something that they're constantly using. It was a different learning experience for all of them, because they've never had to learn this way. So it's enhanced their learning in terms of them doing it themselves. And it made it much easier.

Researcher:
Did using the app make teaching for you specifically, did it make it easier or more challenging. Using like, I don't know if you're going to say you can speak about both apps. You can speak about whatsapp just or Youtube. Did using these apps as teaching tools? Did it make it easy for you or challenging?

Participant 4:
It made it a bit challenging because we don't have the computer lab, so. I had to use my own laptop. And obviously had struggles with Wifi. So I had to hotspot all of them; each group. Let them upload. So that was the challenge in terms of the connectivity and also the fact that we didn't really have the resources.

So I think we did have the resources that would be much easier to do it. And it would go much quicker. But because I had to improvise it made it a bit more challenging.

Researcher:
With resources. Are you referring to connection, WiFi and such?

Participant 4:
Connection and also technology. So they have to bring in their own phones as well and taking responsibility for all of their phones for each group, that was a lot over.

Researcher:
I can imagine. Yes. And then. Did using the social media have an effect on the interaction between the students would you say?

Participant 4:
Yes. They worked much better with one another. And you could see how the ones who usually take lead, actually took a step back because it was something new and the ones who are most tech savvy but usually don't take the lead, actually took the lead. So that was nice in all of them.

Researcher:
That’s amazing, because you also see different parts of them coming out now that you don't really get to see.

Participant 4:
So the ones who quieted away usually, didn't. They didn't shy away. They were the ones who were taking action, very ready to participate.

Researcher:
And how did they react? How did the students react when you told them that they will now be learning with social media apps or that this will now be part of the lesson.

Participant 4:
I think a few of them were a bit intimidated. Because the first question was, how are we going to do this? And when I walked themthrough it, they were actually a bit more excited, because I kept holding it offf bit. But then when we eventually did it, they couldn't believe what they were actually doing because they like they usually see other people do this. And now they are actually a part of it. So they were quite excited.
And I could see it in the results.

Researcher:
How did using social media applications aid in achieving the lesson outcome?

Participant 4:

So the social media helped it a lot. It aided it in terms of making the lesson easier. And also we were able to do more. They were able to see their end result and their end product. And it just showed them how technology can improve their lives, whereas they can just click on a video, watch something and gain knowledge at the same time. Because.

Researcher:

You mentioned that you. Your outcome on your lesson plan was that at the end of the day they should be recording their findings and presenting it on YouTube. So using these apps at the end of the day, they were able to do those.

Participant 4:

Yes, they were

Researcher:

Okay. So what value do you think social media applications brought to your lesson? If any.

Participant 4:

The value. I think it brought a sense of togetherness for them. And like I said, they could work together as a group, as a team, and also they could apply what they knew. So I already taught the lesson the week before so they basically had to use their prior knowledge and apply it and also use their prior knowledge of social media and how technology works to basically apply what I required, because in the lesson it was very little of me guiding them through it. It was them taking the instruction and guiding themselves through it.

Researcher:

They were much more active in their own learning?

Participant 4:

The learning was very learner-centered and active..

Researcher:

That's good. Yes. Would you continue using social media apps for future reasons?

Participant 4:

I would. I definitely would because most of the learners are visual learners. So having them see what I'm actually saying is actually making the learning much more easier, especially with the content subjects where they don't really want to read a paragraph, but if they're seeing a video about it, it's making it much easier for them.

Researcher:

And do you feel that the learners. This is now your own opinion. Do you feel that your learners had sufficient technological knowledge to learn with WhatsApp? And YouTube?

Participant 4:

They had sufficient knowledge with WhatsApp because they use it daily. But YouTube was a bit of a struggle for them to navigate, so it took them some time and I had to guide them through it first. With the WhatsApp they did it on their own.

Researcher:

How do you think they were equipped for it?

Participant 4:

They were equipped I think they use it. They use it daily. Whatsapp.

Researcher:

It was interesting for me to notice that you use the polls because I don't know many people that use the polls. So I love that idea. And that's why I'm asking. But I mean, obviously, they're a new generation. They're finding new ways to poll random things.

They knew how to use that concept.

Participant 4:

Yes, I didn't have to. I could just say, we can do WhatsApp polls, and they knew exactly what I was speaking about.

Researcher:

Wow. Right. And then how do you feel that you were equipped with the sufficient technological knowledge to teach with YouTube and WhatsApp?

Participant 4:

I think I do. And I was. In University we actually used it a lot, and we were kind of exposed to it already. So they kind of taught us how to use it. And I think that was the benefit for me in terms of already having prior knowledge and already knowing how to do it and it made it easier for me to convey it to them.

Researcher:

Right. And then do you feel the features of the apps now again, because you used to the features of YouTube and the features of WhatsApp do you think it contributed to the teaching method?

Participant 4:

Do you mean in terms of. What could I.

Researcher:

Each one has specific features. That's how you taught the lessons. Say, for example, did it have those apps to adapt.
How did these contribute to the specific lesson that you did.

Participant 4:

So if I were to use different apps. I think the fact that using both was easy to navigate, that's what helped a lot. And if we were to use different apps it would make, not the learning more difficult, but it would just be more difficult for the learners to able to grasp it and understand how to use it. So both apps, the features that both apps have and did have during the lesson helped a lot because it was very easy to set up the YouTube profile to upload to keep it

private. And it was also very easy to use WhatsApp and navigate how to do everything. So if you were to use different apps, I think it would be a lot difficult.

Researcher:
I know with WhatsApp you use obviously the normal chatting feature. Where you add some back and forth, and then you had the polling feature where you ask questions. And they basically half voted,and then on YouTube. It was the uploading of the video for the rest of the students to see.

I think I'm getting that. And then would you say it was easy to manage using social media apps during your lesson time?

Participant 4:
Yes, it was very easy. But I think their age played a very big role. So it was easy for us to use and for me to use and explain it to them because like I said the age play advantages in terms of using those apps.

Researcher:

When you say their age, like, what about their age? I know these are grade sevens. So they're about 12,13. Some maybe 14. So what specifically about their age?

Participant 4:
The fact that they are exposed to this and they use it. Like I said, they use it daily. So I think if they were a bit younger, they wouldn't really be as tech savvy. Granted, just some of them might have been, but the majority of them was because of the age advantages, because of them using it all the time. Yeah.

Researcher:

And then again, how did the features of the apps contribute to their learning experience?

Participant 4:

So made it easier in terms of its technology. When they hear technology, then they're already excited because they're using what they know. And it's also a new method. And it's a new way of teaching. It's not them opening up their textbooks. That's it.

They are now using something that they know of.

Researcher:

And then. What would you do differently if you must plan and teach this lesson again.

Participant 4:

I think I would definitely add more. So we use four learners in the group. But I think I would extend it maybe to six just because the amount of groups have been have to look at another group and then evaluate what was going on. So I think if they were more in a group. And less videos to work with. It would make it much easier. And also the response would be better than the response we got.

Researcher:

Okay. So thank you so much. You answered all the questions, but I just have one last that's not even on my list. If you could add anything, maybe highs or lows about the lesson, maybe what you enjoyed. What you didn't enjoy so much. What? The kids, what stood out for anything?

Participant 4:

I think what stood out the most and what I really enjoyed was. Them being independent. They did it independently. And they were because my main goal for them as grade sevens is to get them to be independent because they are moving on to high school next year.

In this activity it was very nice to see them become dependent from me and also use what I already previously taught them and apply it to what we were currently doing. So if I could change anything. Just maybe a low to the lesson was the fact that we didn't have enough time. I think the time constraint was really played a

big role, so that's why we had to do it over two days.
But if that wasn't that play and we could do it for more than the required time, it would go much better as well.

Researcher:

So you would feel like if you had more time to teach the specific topic or this lesson over period of lessons, you would be able to get more done?

Participant 4:

Yes.

Researcher:
Okay. But maybe next year, if you have to teach it again, then if you want to use this idea. You can stretch it out a little more.

Participant 4:

Yeah. Thank you so much. I really enjoyed your lesson

6.10.11 Interview with P5

Researcher:

I just want to confirm with you that you are okay? You give consent for me to record the meetings.

Participant 5

Yes.

Researcher:

And then I have your lesson plan. So just to confirm again. You taught the lesson to grade sixes and it was natural science. And your topic was on matter and material?

Participant:

Yes.

Researcher:

Then if you don't mind to just maybe take me through the lesson and tell me what you did and how you did it with the learners?

Participant 5:

So I started first, just like asking what they know, seeing what they know, obviously seeing what I can build on if they actually understand what is the difference between an Ice block and water and things like that.

So then I went through the things in the textbook with them. And then I went on to use the YouTube videos. And I showed that to them. Where it explains a bit more of how the particles look and what the difference is between ice block, that is a solid and a liquid, how the particles look in those types of things.
And then obviously communicating with them, asking questions, all those things. And then afterwards. I use the Kahoot! game. So it's like an online game where you go on and they ask questions. But it's in a game type of way. So I let them go into smaller groups. And then I put it on my laptop and basically.

They only had to choose the answers on like paper because it's a bit difficult and all of them don't have like a laptop or cell phone or whatever to do it on and then we would at the end, see who had the most answers correct.

Researcher:
Okay. So. they didn't physically have cell phones with them during the lesson.

Participant 5:

No.

Researcher:

So none of the learners had access to working with your laptop or your cell phone?

Participant 5:
We did my cell phone. I also joined it obviously because you have to join with one device and the one device has to. So I did have one or two learners sitting at my desk and selecting the things, but not the whole class. They more just select the thing they saw and then then choose the one from there.

Researcher:

Okay. So you improvised and then you gave them paper and pen to use as a way to answer?

Participant:

Yes.

Researcher:

Okay. Maybe. Can you just tell me then perhaps why you decided on I think you mentioned YouTube and Kahoot? Why you chose those two?

Participant 5:
I think for the setting of our children, it's a bit difficult. We don't have enough laptops and things for them to actually work on. So that's the most, like, the easiest two things to

actually use. Something more that you can show them that they can actually watch. And then the fact of the Kahoot! game, I can play that with them on my laptop and things, but they can also play along. That's why I chose that because I can't really send it to them on a laptop or a phone or whatever, because they don't have those things to do it with.

Researcher:

Okay. So that was just me trying to get an idea of your lesson from your lesson plan. So then I have some questions that I asked everyone else as well.

Researcher:
So do you find or did you find the selected social media apps, which in your case you chose YouTube and Kahoot. Did you find it suitable to teach the lesson? And if you could please elaborate.

Participant 5:
I would say yes because the videos helped a lot to build on the knowledge I already shared with them. And then the questions they had, some of the things were answered in the YouTube video. So that was a nice way to build on the knowledge they have and maybe give them a better understanding than just having to listen to me. But seeing it in a video now puts it in a different perspective for them. And then I feel like the Kahoot! game is actually a fun way of testing who knows or who understood the lesson without them actually thinking of it as, oh, it's a test or whatever.

And not writing the whole time because with the Kahoot! thing it gives like a circle, a square or block for the answer. And they just basically had to write circle square or just draw a picture of it. So in that way they're not sitting there writing out sentences, giving the answers. But they're actually playing and interacting.
And basically having a competition to see who knows the most.

Researcher:
Right. So how would you say the learning opportunity was transformed by using the social media applications. Or change, transformed or changed?

Participant 5:
So you're meaning like how it would be compared to if I only gave the lesson. I think like I

said, building on that knowledge, and I think that might have understood some things better than me just giving the information to them. But they actually figured it out for themselves through watching the video and making their own little notes from that video. And then watching the or playing the Kahoot! game. Seeing what for themselves, what they understand, what they have to go look for, or figure out a bit more than where I just stand in front, ask a couple of questions, explain the work, and it's not really interactive where I feel the things I use the youtube and the Kahooot made it a more interactive lesson where they could take part in it.

Researcher:
So I think the next question might just build on that it wants to know in what way did the app enhance or better the learning experience during this specific lesson?

Participant 5:
I think just. Having. Seeing it as well, because the video shows nicely what is a solid, what is a liquid. So like seeing it and actually watching it. Same with us. When we watch a movie or listen to music, it goes in easier than actually just listening to someone speak. So I think that made them grasp the concept maybe a bit better by seeing all these images and things being explained than just sitting there and staring at a whiteboard.

Researcher:
Would you say using the social media apps as pedagogical duels? Did it make teaching easier or more challenging.

Participant 5:
I think both.

I think easier in the way getting them to interact more with the work. And maybe getting to understand it faster than they would have if I was the only one explaining. But on the other hand. It made it a bit more difficult because now you have to get them into their groups to settle down. You have to get them while the video is on constantly have to pause because some of them are still talking while the video is playing. So it’s constantly that thing of having to get them back to it sometimes to concentrate a bit or just reminding them that, yes, it's fun playing the Kahoot! game, but it's also to see what you understand. Because they can be chaotic sometimes.

Researcher:

So would you say, or did using the social media apps as a pedagogical tool have an effect on the interaction between the students?

Participant 5:

Yes. Because they interacted with one another to figure out. And understand the things more and interacting with me because instead of me saying things, and they're asking a couple of questions. Now they are watching the video, seeing for themselves and then asking questions based on what they have watched or what they have figured out together.

Researcher:

You were saying together they started figuring out, so they were talking more to each other then or interacting with each other more than they usually do?

Participant 5:

Yeah.

Researcher:

And how did the learners react to using the social media apps when you told them right, we're going to use this now today. What was the reaction?

Participant 5:

They seemed very excited because I think it's something different. It's not just maybe it didn't feel to them like just going ahead and having to write now it was different. They actually watching things, hearing different things and voices and seeing things. And then also I think the game makes it fun for them to play a bit more than just sitting and actually doing assessments or activity at the end.

Researcher:

So I looked at your lesson plan and then one of your learning outcome was that students at the end of the lesson should be able to know the difference between a solid and a liquid.

Participant 5:

Yes. Particles and things.

Researcher:

Yes. So how did using the social media aid or help in achieving this lesson outcome?

Participant 5:

Well, I would say when I look at the YouTube video first, it first showed them different things that are solids, liquids and gases so that also help them and then going to the game maybe if they didn't understand a question or something, but now the thing gives the correct answer. So in the way if they had it incorrect, they are still learning what the correct answer is. So in that way they are busy learning actually by playing.

Researcher:

I'm so sorry, you said the thing. Do you mean YouTube or Kahoot?

Participant 5:

The Kahoot! game where they must get the questions, and then they have to say which one is the answer by selecting the correct picture. So through the Kahoot! game, it gives them the correct answer at the end. So they can see. Okay. This one I had wrong. This one I had correct.

Researcher:

And then what value do you think the social media apps brought to your lesson? If it brought any value, in your opinion.

Participant 5:

I think just making the class more lively. Not just everyone staring at each other. You getting struggling to get them to actually interact with you by this they actually interacted by themselves.

Researcher:

And then I think this might be similar to a previous question. But how do you think that teaching with a social media apps contributed to you achieving. Your lesson outcomes or your learning outcome.

Participant 5:

Yeah, it's more or less the same as that I said previously. Instead of me just giving them the information now. They have to take in the information for themselves, from the video and from playing the game and seeing what they understand and don't understand.

So at the end it's not just me giving them the things, but I actually have to work with it themselves and basically understand themselves more. Figure it out more by themselves.

Researcher:
Do you feel that the learners were equipped with sufficient technological knowledge to learn with each app?

Participant 5:
I can't really say yes or no because the thing is they didn't really have any technology to use by themselves. They are still using the paper and the pencil as they would have with a normal lesson. But the learners who use my phone or were sitting with me at my desk with two or three learners. They seem to know what to do so they knew I had to select. I had to look on the board to see the question and then select on so they were fine, but I can't speak for the whole class if they were would have been able to do that.

Researcher:
May I ask how you selected the three learners? Did you do a random check? Was this anything specific that you needed from them?:

Participant 5:
It was more the learners that I would trust to not drop my phone. It wasn’t a specific way of choosing.

Researcher:
Okay. And then do you feel that. You were equipped with sufficient technological knowledge to teach with these apps?

Participant 5:
Yeah, definitely. Because I've been using it and in university we also worked with it a lot. We had to set up lessons using them.

Researcher:
With Kahoot! or YouTube, or both?

Participant 5:

Kahoot! and YouTube.

Researcher:

And then do you feel that the features of the apps contributed to the teaching method. Because obviously YouTube has different features and Kahoot! has different features and if you can maybe just elaborate on that a little?

Participant 5:
So you're talking about YouTube. Having the video mode where as to me just standing and teaching?

Researcher:
Yes, whatever features you used the apps for.

Participant 5:
So basically the YouTube one I was using or the YouTube videos I was using to build on their knowledge or let them understand some things better. And is that answering the question? I'm not sure.

Researcher:
Yeah. Like for example, if you had used say, for example, Instagram. And I wanted to know the features that you use and you could tell me you used the story or you used uploading and things like that. So the specific features that you used.

Participant 5:
Within YouTube and Kahoot! well in YouTube, it would have just been playing the video, getting the video and playing it. So it's not really specifically going to the story parts or the reels of YouTube. It was just searching the videos and finding it.
Then for Kahoot! to bring in the concept, but they give you like a whole pack with different questions. So I had to go and find the correct one.

Researcher:
Using these features that you used with both, it contributed to the teaching method or the way you taught your lesson or the way…?

Participant 5:
Yes. I think so because the video telling them more and then. The game, playing it and interacting with that.

Researcher:

Was it easy to manage the social media apps during your lesson time?

Participant 5:

Yes, because I had the video ready before the lesson. So I used my previous lesson to set up everything, having the Kahoot! game ready so I can just log in onto my phone and get it started. So it didn't really take away from the time, or I had to quickly, wait, let me just do this. I had it ready beforehand.

Researcher:

Okay. I was going to ask about the students as well but since they weren't really using the social media, I don't think that would be applicable. And the fact that you use students to do that specific part. And how would you say again, the features of the apps contributed to the learning experience of the students.

Participant 5:

I think like I said the video with the images and them actually being able to listen to what is being said, seeing the image and hearing the things that goes along with it on the YouTube videos. Helps a lot. It enhances their learning because sometimes you learn better by seeing the things.

Researcher:

How did the features of the apps contribute to the learning experience? That is what the one I offer. Yeah. So like I said, with a video showing on YouTube, the video showing the picture and. The stuff that accompanies it, the voice and the music or whatever. It just makes them understand it better than just looking at me standing way. So by learning through the images as well. And then for the Kahoot! game, I would say the features there that helped was the way it is set up as a game, more than set up as a quiz or activity. So by he Kahoot! app looking like a game site it might attract them all and they actually want to take part in it and that brings it out for them to see what they understand and what they don't understand.

Researcher:

And they think it's a fun thing. They don’t see it as

Participant 5:

An activity. They see it more as a game.

Researcher:

Okay. And then my last question, what would you do differently if you must plan and teach this lesson again?

Participant 5:

Firstly, if I could. I would maybe get more tablets and things to have at least one at each group, maybe divide them into bigger groups and have say for instance, instead of two or three because I said two or three groups having them four or five per group.
And then having a tablet in the middle where they have to quickly guess the answer together and select as a group the correct answer because we would never have enough tablets or phones for everyone in the class, but just to have them all interact with it a bit on a technological way, instead of writing it on a piece of paper with a pencil. And then I would also say, maybe like incorporating other things like for instance, or maybe letting them do their own video.
So go home and upload onto YouTube. A video where you or your group explain what you have learned from the videos you watched and the Kahoot! videos you watched of the game. Sorry. The Kahoot! game you played.
So putting a video on social media explaining how you understood it in there.

Researcher:

So would you say that you would use social media apps for your teaching and learning in future again?

Participant 5:

Yes, most definitely. But like I said, it's difficult now. With not all of them have access to internet or phones. So it's a bit difficult. But if it was an ideal class or school where everyone had a tablet and a phone and you know, they go home and they will be able to go and watch this thing on their own or upload this thing most definitely I would yes.

Researcher:

I'm done. But if there's anything else that you would like to share, maybe something you enjoy, something you did not enjoy, something that stood out for you anything. And if you would like to share that with me.
If any.

Participant 5:

There's nothing I can think of it's just the way that they when doing the Kahoot! game or any game, because what I also I know this doesn't have anything to do with my lesson. But. Sometimes. Sorry. Sometimes in class when we are done with our work, I like to go on just YouTube, even and Google those games where they have to guess things. Through pictures. Guess what it represents, whatever. So I think by doing the Kahoot! as well, it's a fun way for them to take part, and they enjoy that.
They don't just have to write down. And I think that helps.

Researcher:

Thank you so much. Anastasia. I really appreciate everything you completing the lesson plan. Teaching the lesson. Sorry. It's fine doing the survey and for this part, especially. It really, really does help a lot. And I appreciate it so much.

Participant 5:

Sorry for taking so long. It was just so busy at school. I know. Mobina told me everyone is busy.

Researcher:

And I completely understand that. But thank you. Now I'm out of your hair. before you end the call i just want to stop the recording to see that it's saved

6.10.12 Interview with P6

Researcher:

I'm just checking that you do give content for me to record the meeting.

Participant 6:

I give consent.

Researcher:

Okay. Then I just wanted to ask you, I have your lesson plan, and I went through it. You taught it to grade six. And your topic was, you did English poetry, and your LO was that students should understand poetry?
And then if you don't mind just taking me through what you did in the lesson, what you did, what your kids did?

Participant 6:

Okay. So I started we've been discussing or doing poetry for quite some time now. Going over different elements of poetry and what makes a poem. And then I thought it would be a nice way, firstly, to have learners handle different poems, but also, kind of show me how they perceive the poems from their perspective. Which is why. I'm going off topic anyway. So that was the aim of the lesson. And then what we did is I handed out different poems to the learners. They were also allowed to get their own.
And they were then asked to firstly practice either on their own. I also allowed group work, but most of them actually did it on their own and. They had to study the poem and then perform it either using rapping it or dancing it out, acting it out. Using different tones of voices. And then uploading it onto Snapchat. Ah, not Snapchat.
What's the dancer wants. Tiktok. Yes. Okay.

Researcher:

So I'm just going to start with the questions quickly, so it will mostly be related to the social media app that you've used. So the first one is, did you find the selected social media tool. I know that you said you used YouTube as well, but I think that was more of an introduction. So when you answer it's up to you if you're going to answer about YouTube or you can just do both. In the first one is did you find the selective social media app suitable to teach the lesson that you did?

Participant 6:

Youtube is always a winner as an introduction, you can find so many things on YouTube, so I definitely feel not just for this lesson, but for any lesson. Youtube is always a win. It's very accessible.

And if you don't like the one thing, there's so many different things to choose from. So, yes. Tiktok is much newer, and I am much newer to it, but it is very in with the kids right now. So anything TikTok related, they love. Yeah.

Researcher:

And would you say, how would you say, was the learning opportunity transformed or changed by using TikTok or YouTube in your lesson?

Participant 6:

I think it's important to keep things a little bit more interesting and because. The kids love social media. And it's really a much bigger craze, I would say than when we were younger. Anything that involves social media or just being able to use their phones as part of a lesson already made them more excited about the lesson.

I definitely think the message is better conveyed because they are more open to it.

Researcher:

Okay. So the next one, I think it builds up on that one. It says, in what way. Did the app that you use better or enhance the learning experience during the lesson.

Participant 6:

Yeah. I definitely just think they were more excited about the lesson.

Researcher:

And did using your social media app of choice. Do you feel that it made your teaching easier? Or did it add what makes it more challenging?

Participant 6:

Definitely easier using YouTube, I could stand here as well, and tell them everything. That would probably take me an hour versus showing them a clip of five minutes that relates exactly a message in a much better way.

Researcher:

So then easier in terms of saving time you say?

Participant 6:

Correct. Okay. Also easier. As in. Yeah, let's just go with time? Let's go with time.

Researcher:

And then would you say or did using the social media app that you used. Did it have an effect on the interaction between the students?

Participant 6:

Effect in what way?

Researcher:

I'm not sure. Did you guys do it in group work? Did it have any effect on how

Participant 6:

They were allowed to do it in groups, but it wasn't a requirement.

Researcher:

Okay. So If they worked on their own. Was there no interaction among them?

Participant 6:

No. There definitely was. Whenever they get excited, they start discussing things and telling each other what they're going to do. And the ones that did working groups obviously had lots more interaction. But yes, 100% they get excited and they want to show each other what the other one's doing.

Researcher:

Would you say this was more than usual? Or less than usual? Or it wasn't really.

Participant 6:

I would say more than usual just because when anything is practical the interaction is more than just sitting down in your desk and doing work. Yeah. Okay.

Researcher:

Okay. So how did the learners react to the use of social media applications for teaching and learning? Like when you told them we're going to use TikTok or YouTube. How did they respond?

Participant 6:

Super excited. It is, however, not very accessible to everyone. So some of them, I think, was a bit hesitant in the fact that they weren't necessarily able to participate as easily as others. But most the majority of them were excited and loved the fact that they can do it.

Researcher:

How would you say using social media aided in achieving the lesson outcomes? I know you said your lesson outcome was at the end of the lesson, though. Should understand poetry. And then you specified what parts of poetry they should understand?

Participant 6:

Also what was nice about it and incorporated in it as well is oral. I think I did make mention of it in my lesson plan as well and seeing how using a different platform other than them placing them in the front of the class, in front of everyone. One of the outcomes there was also teaching kids how to use tone and pace. And stuff when they were doing orals. And it's nice because now they have a different platform and they can actually show in the privacy of their own room or own a home, which I do think gives them more confidence than they generally would have standing up in the class here. So I definitely think it helped in that regard.

And also just interacting with the materials in a different way than just me reading it out to them in class.

Researcher:

Okay. So were they doing the activity, the recording at home, then not at school?

Participant 6:

Some of them, If you could not bring yourself into school, you were allowed to do it at home. But obviously. I did give time for in class work as well of course.

Researcher:

Right. What value do you think social media apps that you chose brought to you lesson if you did bring any value?

Participant 6:

Just a different way of teaching content was valuable. Also again not listening just to my voice the whole time. So it differentiated approach to the same topic by somebody else

being able to show them things visually.
With YouTube, and also them more actively participating in the lesson with regards to being able to express it in however way they saw fit or wanted to.

Researcher:
And then how do you think that you're teaching with social media or the social media app that you chose contributed to achieving the learning outcome.

Participant 6:
Contributed to I feel like I've touched on this already. It definitely did because I wanted them to use tone, for instance, and improve their oral capabilities. I wanted them to interact with different types of poetry so they can see how rhyme differs, how the length of standards differ. And we went over all of these things as well when looking at the YouTube and comparing the poems with each other.

And YouTube made it more accessible to look at a bigger variety of poetry as well, to be able to compare. Stanza size, poem length, different rhyme schemes and all of those things.

Researcher:

And then I'm sorry. I'm just going to bring like with TikTok specifically.
How would you say using that app contributed to them learning what they were supposed to understand at the end of the lesson?

Participant 6:
I think with TikTok, it wasn't as much as what they were learning, but more being able to express themselves, which is more of I think the TikTok part of the lesson is more oral based lesson than actual information gathering lesson. Because.

Researcher:
That is also them showing you that they understood what they've learned.

Participant 6:

Correct.
100% the way they expressed it or carried over the poem. Because when you look at rhyme schemes, there's a way of delivering a poem. So if they understood it correctly,

they would have delivered it in a way that showed me that they understood the assignment or understands poetry.

Researcher:
Okay. And then would you continue using social media apps for future lessons? And if so, if not, please elaborate.

Participant 6:
100%. I don't have direct access at the moment in my class.

I have access on the school premises in the media center, but I have to physically take my kids there to do anything on YouTube. But if I had access, I would use it. I would think on daily Internet as well as a whiteboard. But we are in the process of getting more of those in the next month or so then I would be using it more often.

Researcher:
And then do you feel that the learners were equipped with sufficient technological knowledge to learn with social media applications?

Participant 6:
They are not. No. Very few of them have internet access. Some of them have access to technology like phones and laptops and things, but most of them not. Which makes it very difficult to use it as a constant like that's why I cannot use it as a formal assessment task, because if a learner is unable to I cannot discriminate against them based on that. Yeah.

Researcher:

And then do you feel that you were equipped with sufficient technological knowledge to teach with the social media apps?

Participant 6:
The knowledge yet yes, but the actual apps and whiteboard and the internet access like I'm connected to my phone at the moment via my laptop because we do not have sufficient wifi, but we are working on that as well,

Researcher:

…and then specifically to the applications with regard to the students and you.

Participant 6:

In my personal capacity. Yes, but not in my professional capacity, so it's not like I can show them on the board. Unless I go to the media center. But it's not a convenient way of doing it because it's quite disruptive it's out of routine. It's not easily accessible.

Researcher:

And how do think the students are they not as familiar with the social media apps that you've chosen?

Participant 6:

Youtube they've been exposed to since a young age and kids being kids are all very much aware of TikTok and what is on there. They don't all necessarily have open access to it, but through each other and parents and friends and stuff, they are able t make use of it.

Researcher:

Okay. And then did you feel that the features of the apps contributed to your teaching method? Now I'm not sure if you want to answer with regards, because I know. For YouTube. You use the video to show them something and then to TikTok what the features that you used for TikTok that they had to use for TikTok. Do you feel that it contributed to your teaching method?

Participant 6:

Youtube obviously yes. Tiktok, I don't know so much. My teaching method. But at the same time, yes, because. It did show me something that I could have done. Couldn't have done without it, I guessI could have just taken a normal video of them but don't know if their response would have been the same. So yes and no.

Researcher:

Yeah. So if I can just maybe ask which features of TikTok did they use?

Participant 6:

Different ones. Some of them incorporated backgrounds. Others just did a normal video. That's why I said, atually, I could have used a normal video as well. Some had sound

effects, but most of them just took a normal video of it, but would have maybe so if you did rap, for instance, could have had a background.

Researcher:
And did they upload the videos, or was it just saved in the draft?

Participant 6:

It was safe draft. It was a safe draft, because. We can't put it out there.

Researcher:

With those things they know how, for example, edit and to upload and to not share and to just keep it in the draft. Were those things that they knew how to do?

Participant 6:
I am not sure because I had shown them. So I'm not sure whether they knew.

Researcher:

Okay. And then what you said was easy to manage the social media apps during your lesson.

Participant 6:
Yes, but a little bit. It's not very comfortable just because you can't keep track of what everyone's constantly doing. I don't love the use of phones just because there's so many, it opens so many.

Researcher:
Okay. And then the last question. I have another one. But I think I feel like we've answered this for how did the features of the app contribute to their learning experience. If you want to maybe elaborate on that.

Participant 6:
Yeah. I don't want to repeat myself. But. It's just a different interaction with the material to what they would normally have, which I think would contribute to their learning experience.

Researcher:

And then the very last one. What would you do differently if you must plan and teach that lesson again.

Participant 6:

I think I would insist on group work. Use smaller groups. It's one cell phone, maybe per group instead of so many. It's more easily controlled. And then I think I would have insist on. I think I would have insisted on everyone doing the same poem just because it would have been nice to see the difference. Each one of them would work with the material. At the top of my head those are two things.

Researcher:

And then I know we are done. But if there's anything that you would like to share, something that stood out for you, something that you enjoyed, something that you didn't like as much.

Participant 6:

Yeah. It's just simply the access at the moment, which is the frustrating part. So it's not easy to do these lessons.

Researcher:

Thank you so much, carmen, for your patience. Please don't indicate I just want to stop and save the recording.

6.10.13 Interview with P7

Researcher:

Good afternoon, Ms. Cadolis. I'm just going to confirm that you do give consent for this meeting to be recorded.

Participant 7:

Yes, I do.

Researcher:

And then I just made some notes that your lesson was taught in the grade six class teaching life skills, creative art, and that you can you just describe to me the social media apps that you've used?

Participant 7

Okay, so I use TikTok. But I also gave learners the opportunity to send it via WhatsApp.

Researcher:

Tiktok and WhatsApp? Okay.
So if you don't mind just taking me through the lesson, what you did in the beginning, what you explained to the students, what their role was, what your role was and how you at the end of the day, how you reached your outcome.

Participant 7

Okay. So I facilitated a mime performance. It needed to be an original piece of art or artwork, performing art. And we started off by going through the textbook, touching on the concepts of what mime is. And then we practiced about a few simple miming techniques, the in the box technique and pretending to walk. And then I divided the learners into three or four groups or groups of three and four. And then I gave them opportunity in class to practice their performance, and then thereafter they were supposed to record their performance on TikTok and then post it so that I could assess it.

And then I tried to give them some inspiration. I said have a look, or use Matilda or Annie. Or Diary of a wimpy kid because their theme was to base it on something that happened at school.

Researcher:
Okay. So I'm going to start right with the first question. Did you find a selected social media app, so you used WhatsApp and TikTok. Did you find these apps suitable to teach your lesson?

Participant 7
Yes, I did. Because at first I was a bit worried about parental consent and that kind of thing. So luckily TikTok has an option where you can record the video, edit it, but then save it in drafts. And then WhatsApp is just a two way communication for those learners who did not want to be part of social media. They could just WhatsApp it straight to me. I could look at it at my own convenience and then assess their performance.

Researcher:
Was I able to then record it on a different type of recording app, or did they still have to do it on TikTok and then just send it to you? How would that work?

Participant 7

So they could still do it on either on TikTok, or they could just record it on their cell phones. And then just WhatsApp it to me.

Researcher:
Okay.

And then how was the learning opportunity transformed or changed by using the social media apps?

Participant 7
So after they recorded, a lot of emphasis was placed on editing the video, adding in certain camera angles and things and music. So I did not expect for that the performance was mostly mime, but they could make it cool and add their own little touch because of the filters and things that the app had added to it.

Researcher:
Okay. And then in what way do you say the social media applications that you used enhanced or better or made the learning experience better enhance the learning experience?

Participant 7

It was like a differentiated approach to them doing their performance. Many learners don't necessarily like doing the performance in front of a class with all eyes on them, but they'll be more comfortable and actually try their best when you're busy recording them and also knowing that you're going to be the only person watching it, or even the fact that it is going to be loaded onto social media. It's not their classmates and it's not that immediate criticism that they see that they're going to have to deal with. So that was quite cool.
And yeah, basically, that was it.

Researcher:

And do you think that or did you feel that using the social media apps as pedagogical tools for teaching tools? Did it make teaching easier or more challenging for you. Did you find it easier, more challenging?

Participant 7

The initial thought of having to use social media was challenging because I thought as a parent with all the things. What. Gets seen what if children don't want to participate. Just that whole negative thoughts that you have, but when it happened, it became such a teachable opportunity because not only did they do their performance, but they also got to interact with technology.

And editing, which is something completely different to what we deal with in a normal class classroom. So Yeah. I did open a lot more avenues for teachable experiences.

Researcher:

And then did using the social media app as pedagogical tool, would you say, did it have an effect on the interaction among the students or between the students?

Participant 7

Yes. They were much more interested. Many times when you tell them to do a performance, some of them lose interest. But because someone had to do the recording, someone had to work on how they were going to act. They had to put together.
It was very, more interactive way of teaching and the groups didn't just work in isolation. Many of them asked one another, how do I do this? Can you assist with that? So, yeah, it was, they had fun. And it was something that I could.

Researcher:
Sorry I didn't hear you.

Participant 7:

I said it was something that they could relate to because they're on TikTok all day, every day.

Researcher:
So you would say there was collaboration and interaction between groups and the students?

Participant 7
Yes, it wasn't a competition. It was more like we need to all get this done together.

Researcher:
Yes. So how did the learners react to the use of social media apps for teaching and learning when you told.

Participant 7
They loved it. They loved it. Some of them were shocked. Some were little I do have a few learners that are very shy. And they wanted to know if I was going to make it public. And I told them no, don't worry, I'll say everything drafts first. It's still in the draft. It hasn't been posted.
But going forward. If we do put social media in our school policy at some point in time, I really do think that it will be a really fun activity.

Researcher:
And then how would you say that using social media apps aid in achieving aided you in achieving this lesson outcome?

Participant 7
One thing that I liked was they were more creative. They were more committed. They tried harder because they were being recorded. And personally, the fact that I could go home, watch it in my own time. Mark it in my own time without that press of, oh, we need to get the curriculum going. We need to move on to the next lesson. Time is tight. They've had enough time to practice, enough time to record themselves. But then I could

actually really sit back and watch them without having to manage the classroom in the background and assess them a bit more fairly than I think I would in a normal setting.

Researcher:
Interesting that you're saying that. They tried more knowing that they were now being recorded as to individual.

Participant 7
There's always that one person just randomly being there because everyone else is doing it. Even that person was involved. Yeah.

Researcher:
And what value do you think social media apps brought to you lesson? If any.

Participant 7
It exposes the learners to the Fourth Industrial Revolution, the fact that we are on our phones constantly and that we can do more with our phones than to just sit there and look at it. We can also be content creators. Add to educational content and things that people can see. It's not just a static device. We can all interact with it in some way. And they will one day. Later on in the future and we just keeping it away from them because we scared but in eventuality they are going to have to interact with social media and everything that comes with a cell phone.

Researcher:
I think this one is quite similar to what you okay, but explain how you think teaching with social media apps contributed to achieving the learning outcome.

Participant 7
Now. Didn't we already answer that.

Researcher:
Explain how you think teaching with the social media apps contributed to achieving your learning outcome. It is similar to the one where I said like how did using the app aid or help you achieve your lesson outcome.

Participant 7
The fact that they were busy performing and they watch these performances all the time.

Them being on the other side of the screen, them being the ones creating. The performance, I think that they've then become more originalk I don't know.

Researcher:
Okay. Let's see. Would you continue using social media apps for future lessons, and please elaborate.

Participant 7
Yes, I would.

Many when learners are absent for them to complete a task, or maybe even a formal assessment. Sometimes they can do it at home, post it, or even send it to me via WhatsApp? And then I can assist or I can assess it.
And yes, also just having a platform where you can give comments and likes and tell them to improve on it but also have a fun platform for them to do it on. I think I would definitely use it in the future.

Researcher:
Okay. And then do you feel that the learners were equipped with sufficient technological knowledge to use their social media apps?

Participant 7
Not everyone.Many struggle with editing of the video and adding in all the effects and things. You think that the kids know, but there's many things regarding just creating something or recording something and making it perfect to be posted. Many of them aren't familiar with that.
So, yeah, there's a lot that they need to learn about technology, and a lot more that they need to be exposed to.

Researcher:
And do you feel that you are equipped with sufficient technological knowledge to teach with the social media app?

Participant 7
I think I am, but I'm still learning. There's many things that I still need to learn. I do watch tiktoks and while I have been in the background of someone’s TikTok, but I haven't done my own. I don't know really how it's done.

Yeah. I'm not big on posting either. But I do think yes, I do know how to it's just having to overcome that. Am I ready? so to teach that to the kids as well. I also kind of project sometimes my own fears about social media onto them
being a parent as well. So, yeah, I could learn more. Okay.

Researcher:
So how would you say you prepared yourself or them for this lesson. Or we're going to use TikTok now. Or did you also use your own prior knowledge?

Participant 7
I went on the app myself and. I searched like tutorials and things that learners have posted before, like their dancing challenges and things like that. And then I also opened up my own class profile so that I could manage the content being uploaded. It wasn't just that they could upload it to any profile. I wanted to keep it just in that one space, in case anything or they were exposed to anything that I did not want them to be exposed to.

Researcher:
And I'm happy that you're mentioning that because it leads into one of the questions that I'm going to ask next. Do you feel that the features of the apps contributed to your teaching method or to the teaching method?

Participant 7
Yes, it did. Definitely did. The fact that they could save it in their drafts before we could post it. The fact that I had the profile and had control over the sign in of the profile. And then also the editing, as I said, because part of the instruction was to add music. Tiktok has preloaded sounds that they could add themselves, not something that they needed to play in the background and then record.
Yeah.

Researcher:
And then was it easy to manage the social media app during your lesson time?

Participant 7
Yes, it was not as easy to manage the devices, but yes, it was easy to manage the app. Because they would log in, do their own little video. There weren't a lot of them. Also, while some of them were still practicing, others were doing the recording.
So it's a lot and wasn't super duper easy, but it was manageable.

Researcher:

Did they bring their own phones? How did it work?

Participant 7

So learners already bring a large number of my kids, bring their own phones because they travel home and need cell phones to communicate. And then we also use the school's tablets that were recently purchased.
So Yeah. I balance between it.

Researcher:

Okay. And then just remind me I need to. How did the features of the app. Contribute to the learning experience.

Participant 7

Didn't you ask that one already?

Researcher:

What would you do differently if you must plan and teach this lesson again?

Participant 7

Bigger groups. And maybe not mimimg. Maybe like a skit or a voiceover. Or an interview of some sort, because many of them didn't really get what miming was. The French miming with a face paint. And they didn't really get that.
So I allowed a lot of things into the miming performance that wasn't really mining. So yeah, I think I would have rather have them do a short akit or drama instead.

Researcher:

Okay. Then if there's anything that maybe stood out for you, any part that you liked or enjoyed about working with social media or something that you didn't really like or enjoy working with it or teaching with it that you would like to share?

Participant 7

I definitely did like the fact that I could take it home and then mark at my own convenience. That was one of the best things about it. The only thing I don't like is the fact that it's going to go out on a platform that you have no real control over who sees you can make the profile private, I guess. But the mere fact that it's out there on the internet and it's other people kids. That's the only thing that I found a little.

Researcher:

Would you think maybe that could have. The instructions could have a play on that. For example, if it's just a TikTok video and didn't need to be posted like you did?

Participant 7

That's the only way that we could mitigate the other situation by keeping it in the draft and not posting it online.

Researcher:

I think I read somewhere that you said you made a private account. And it was a new draft. So at the end of the day, you were the one that saw it. Yes. The only one that saw it. Thank you so much, Ms. Cadolis. I'm just pleased.

Researcher:

Recording to see that it's saved okay