

EMERGING ROLE OF NEW MEDIA TECHNOLOGY IN TEACHING AND LEARNING: A LITERATURE REVIEW

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Abstract

New media technologies (NMTs) have profoundly impacted higher education, and have changed teaching and learning methodologies. The advantages and difficulties of NMTs in the context of education are examined in this article. The article looks at the benefits of NMTs, such as better communication, more interactivity, and easier access to information. It also covers the difficulties instructors and students have in making effective use of this technology. These difficulties include technological constraints, differences in individual learning preferences, cultural variables, and course design issues. Higher education is fast changing as a result of new media, which is becoming more and more important in how teachers and students connect and engage with the curriculum. This study examines how instructors are currently using new media, taking into account topic matter, demography, and prior teaching experience. The article highlights the complex relationship between social media and higher education. While it offers significant opportunities for enhancing teaching and learning, it also presents challenges that require careful consideration and strategic planning. By understanding the implications, higher education institutions can effectively harness the potential of social media while mitigating its risks.

Keywords: New Media Technologies, Higher Education, E-Learning, Learning Styles, Educational Technology, communication, interactivity, anytime-anywhere learning, developing countries, Mass Communication

Introduction

Education is changing dramatically as a result of new media technologies, moving away from traditional teaching methods and toward a more dynamic, interactive approach. These technologies are not just unique; they are transforming the exchange and acquisition of knowledge. New media gives students unprecedented access to knowledge and interactive platforms that enable them to take charge of their education. With only a few clicks, a world of knowledge is now easily available

thanks to the blazingly fast speed of modern networks, erasing the boundaries between instructor and student.

The incorporation of new media into education is not without its difficulties, though. While rich nations have embraced these technologies, their effective implementation presents challenges for underdeveloped nations. Problems such as outdated infrastructure, restricted access in rural regions, and the disproportionate impact of the digital divide on women hinder advancement. In order to properly utilize new media, it will take coordinated efforts to close these gaps and give all students equal access to training.

New Media Technologies in higher education

Higher education in India has witnessed a significant leap forward due to the emergence of new media technologies. There are numerous advantages that these technologies provide for teaching and learning. Research indicates that new media technologies improve students' communication abilities and help close the distance between them and their teachers (Pavlovic & Samir, 2017). Notably, Kulik's meta-analysis study (quoted in Grinager, 2006) discovered that computer-using students displayed enhanced test scores in the academic domain. Furthermore, the study showed that students' positive attitudes toward work were encouraged and learning time decreased when they used technology.

In addition, technology has changed the way that we teach. It has promoted higher-order thinking and problem-solving abilities, as well as cooperative group work (Schacter, 1999). It has been demonstrated that carefully combining traditional and technological teaching approaches can boost student performance and grades while also lengthening class periods and enabling cross-age tutoring programs (Schacter, 1999). Learning activities that are self-paced for both teachers and students are made possible by computer-based training. These exercises frequently include tests with instantaneous feedback so that participants may see how well they comprehend the material and how far they've come.

Through the internet, instructors and students can now access a global network of experts and resources, revolutionizing communication and information access. More updates and alterations are being easily incorporated into textbooks as they become more interactive. Students may now access coursework from colleges throughout the globe because of this digital shift, which promotes open, collaborative learning settings. These developments enable colleges to reach a wider audience globally by providing educational opportunities outside of traditional classroom settings.

Technology and our methods of learning will both continue to advance. In this constantly evolving technological landscape, educational systems need to adjust to the varied learning styles of pupils. Nevertheless, there are difficulties involved in putting new media technologies into practice. These

include the necessity for users to adapt, the necessity for educators to receive training, the need to ensure that network infrastructure and bandwidth are sufficient, and cost-effectiveness concerns.

Despite these obstacles, a growing number of academic institutions are successfully establishing partnerships with the technology industry, resulting in creative and fruitful learning environments for students. Because technology encourages invention, teamwork, and communication, it will play a critical role in determining the direction of the world. The internet offers a medium for communication. Unquestionably, the internet has played a significant role in the broad development of networking as a vital tool for social organization and advancement in all spheres of society.

By utilizing new media technology, students are exposed to a wider range of viewpoints from around the globe. Students are exposed to a wide range of global perspectives through digital media platforms including blogs, podcasts, and videos, as well as interactive tools like comment boards, video conferencing, and collaboration software. Students are urged to use websites and online publishing tools to spread their knowledge globally in today's linked world, in addition to sharing their thoughts and research within their own classrooms.

Studies conducted in 2017 by Pavlovic and Samir highlight how important new media technologies are to journalism education. The study highlights how important it is for journalism majors to have proficiency with these instruments throughout their college careers. The swift progression of novel media technologies demands journalists to consistently enhance their knowledge and abilities to effectively utilize these cutting-edge instruments for their career gains. The capacity to conduct effective research and use multimedia tools is critical abilities for prospective journalists in the ever-evolving industry of journalism.

Equipping Students for the 21st Century Workforce

In today's job market, employees are expected to possess the ability to create, utilize, and transform technological information into knowledge for problem-solving and achieving desired outcomes (Galbreath, 1999). Consequently, students require an education that equips them with the skills necessary for professional success in this new economic landscape (Galbreath, 1999).

For a variety of instructional tasks, such as assignments, media laboratories, and documentary creation, students use new media technology (Galbreath, 1999). When these resources are used effectively, they can increase course completion rates, promote student networking, and support the development of important skills—particularly those connected to internet technology (Galbreath, 1999). The act of gaining knowledge is known as learning (Bransford, Brown, & Cocking, 1999). Effective instructional technology is positively correlated with learning, which leads to the acquisition of knowledge, according to research (Seels & Richey, 1994). Notably,

students' opinions of the usefulness of instructional technology tools can also be influenced by their unique features (Hazzan, 1999).

According to Rashid and Asghar (2016), the global higher education sector recognizes the growing significance of using technology into teaching and learning activities. This trend translates into an increase in the use of digital technology in higher education to support content distribution, anytime, anywhere learning, and student connection. A meta-analysis of previous studies on technology-mediated learning experiences was carried out by Henrie (2015), who looked at a wide range of applications.

Furthermore, Hamid's research from 2015 investigated how students use social media to improve communication with teachers, with one another, and with the course material. Media can be used by educators to enhance traditional lectures. One way to achieve this is to encourage students to investigate topic using a variety of media, including print materials, movies, music, and documentaries. This method has the major benefit of allowing professors to serve as facilitators, helping students make sense of the material they are exposed to.

Another option for expanded learning is social media. Students and instructors can work together more easily thanks to these online resources that promote communication and resource sharing. But in order to incorporate media into the curriculum effectively, teachers must abandon traditional lecture formats and adopt a more student-centered strategy that promotes media exploration. When pupils are ready for their learning objectives in advance, this works best. Students could find it difficult to relate the media they come across to the desired learning objectives in the absence of appropriate context.

Pechenkina and Aeschliman (2017) looked into how students used and preferred to use technology in relation to three different areas of technology-enhanced learning: communication (using social media as a learning tool), instructional mode (blended, fully online, or face-to-face), and the incorporation of educational technology tools into learning activities. According to their findings as well as those of Bryant (2017), O'Connell & Dymont (2016), and Henderson (2015), students frequently use technology in restricted ways. When these tools are specifically given to them in their education or when they have previous experience and believe a certain tool is valuable, they are more likely to use them. Bryant (2017) highlights how behaviors related to academic performance are supported by technologies offered by the university, such as Learning Management Systems (LMS) and lecture recordings. On the other hand, technologies selected by the students are frequently used as a more general coping strategy to handle the demands of their academic, professional, and personal lives. Social media platforms can enhance and support formal learning activities, according to studies. Additionally, in online classes, especially when it comes to casual conversation with peers and teachers, students frequently like them.

Researchers categorically said in 2005 that individuals who utilize social media and are between the ages of 18 and 29 are regarded as digital natives. The generation known as "digital natives" has never known life without the Internet. Prensky (2005) found in another study that younger people, ages 18 to 29, are more likely than older generations to utilize the Internet. Kulik and Saunders (2008) found in another study that social networks had no prior effect on students' academic performance in higher education.

Erin carried out a second study in 2006 to investigate the connection between college students' usage of technology and stress. According to the study, 25% of participants said they had experienced technological disruptions, and more disruptions were linked to higher levels of felt stress.

Adeyinka (2007) examined undergraduate internet use and its impact on academic performance at the University of Botswana. The study found that the majority of respondents (66%) accessed the internet 1-5 hours per week, and that most students used the internet for course-related information. The study also found that internet use was associated with higher academic performance.

A study conducted at Northeastern University General Research found no relationship between reported use of Facebook or other social networking sites and grade point average among a sample of students (Kolek & Saunders, 2008). A related study conducted with first-year college students at the University of Illinois at Chicago showed no relationship between academic performance and social media use. A study conducted by Kirchner and Karpinski (2010) at a Midwestern university showed that Facebook users had a significantly lower GPA than non-Facebook users.

The researchers expand on earlier data demonstrating the sharp rise in adult social media use. A 2010 study estimates that 72% of college students in the United States have a social media profile. The majority of students who utilize these social media platforms do it once a day. Upon examining the age range of students utilizing social media, the information revealed that roughly 57% of users belonged to the 18 to 29 year old demographic.

The Pew Internet and American Life Project (2012) reports that American kids appear to be adopting the Internet at an increasing rate. The study also demonstrates how college students use email. Students can communicate ideas to their lecturers via email that they might not be able to in person. In addition, students communicate with teachers via email rather than in person. The researchers also discuss other researchers' findings in the article. In recent times, there has been a growing awareness among educators and instructional designers about the potential of social media technology to enhance students' learning outcomes. This modification will assist postsecondary educational establishments in encouraging students' digital literacy.

Gustin claimed in 2012 that educators were worried about utilizing social media in the classroom. Social media has developed into a game-changing resource for educators, administrators, and students alike. According to Boyd and Ellison (2007), social networks are a type of network-based public service that allows users to construct personal profiles that facilitate user interaction and meeting. Social media influences marketing and communication initiatives as well.

Coniglio (2012) investigated the online habits of a cohort of university students from Italy. According to the study, the majority of participants (82.5%) were either light or moderate internet users. Despite the fact that there was a significant prevalence of at-risk internet attitudes and behaviors, none of the students fit the criteria for internet addiction.

A 2018 review by Ayesha Sultana Ahmed & A. Mary Swarnalatha looked at the purposes for which undergraduate students use the internet. They found that many students use the internet for research, with one study finding that 55% of respondents search for scientific information online. The most popular search engines were Google and Yahoo.

These studies provide insights into how undergraduate students use the internet and the impact it has on their lives. They suggest that the internet can be a valuable tool for research and learning, but it can also be a source of distraction and stress. It is important for students to be aware of their own internet use habits and to develop strategies for using the internet in a healthy and productive way.

The study, based on a secondary data analysis of 42 research papers published between 2004 and 2018, explores the ways students and faculty utilize social media across various universities. This body of research examines the impact of social media on the learning process, its application in different academic disciplines, and the challenges associated with its adoption in higher education. Social media has woven itself into the fabric of higher education, becoming a go-to resource for students beyond just connecting with friends. Many now leverage its diverse applications to enhance their learning journeys. Platforms serve as repositories for valuable educational content, offering readily accessible demos and tutorials that complement classroom instruction. Students leverage group features to foster collaboration, forming online communities where they discuss shared assignments and tackle practical projects together. This vibrant exchange of ideas extends beyond peers, with many universities utilizing social media to bridge the gap between students and educators. Professors offer academic support and guidance remotely, fostering a more accessible and interactive learning environment.

This research suggests recommendations for higher education institutions to use social media effectively in learning, improving academic quality. It cites other research on the impact of social media in higher education. A study by Junco et al. (2011) found that Twitter enhanced students' learning experiences and improved their grades. Other research (Hrastinski & Aghaee, 2012) has shown that YouTube plays a pivotal role, with students using it to find relevant course content.

Additionally, research by Gentry (2008) showed that students used YouTube to upload educational materials, facilitating discussions with instructors and peers. Some studies have shown that college students used Ning in e-learning courses and Myspace for communication between faculty and students. Several studies have investigated how undergraduate students use the internet and the impact it has on their academic performance and well-being.

Another study conducted by Vibishola Idowu-Koto, Olabode Olajide and Jacob Oloruntoba- Koto (2022) identified the challenges faced by postgraduate information science students in raising awareness during the COVID-19 pandemic. Employing a quantitative approach with an online questionnaire administered via Google Forms, the study gathered data from 51 postgraduate students out of a sample of 55, yielding a 93% response rate. The findings indicated that postgraduate students primarily utilize Facebook, Instagram, Zoom, Twitter, and WhatsApp

for academic purposes. Smartphones were identified as the key device for accessing social media, which was perceived as an effective tool for education, information dissemination, and entertainment. The study also highlighted the potential of social media to foster collaborative learning and communication among peers.

Social Media and Mass Communication Education

Social media offers a wealth of engaging learning opportunities for mass communication students. Platforms like YouTube, Instagram, and Facebook serve as go-to resources for learning, especially in video formats. When used appropriately, Facebook and Instagram can also enhance knowledge acquisition and expose students to new information on a daily basis . Social media group discussions hold particular value for mass communication students, fostering debate and collaboration around course topics .

Blogging serves as another valuable tool, encouraging students to express ideas creatively, develop writing confidence, hone communication skills, and collaborate with peers and instructors . The platform allows students to cultivate their online presence and develop a reflective approach to learning .

Multimedia content offers a diversified and enriching learning experience for mass communication students, potentially leading to improved knowledge retention . Educational videos provide students with more opportunities to engage with course material, and the global reach of this format allows students worldwide to benefit from such resources . Podcasts offer students the flexibility to revisit course content at their own pace, making them a valuable resource for review and exam preparation, particularly for students with international backgrounds or learning challenges . Podcasts can also be used for student-created content, promoting active learning experiences. Students can develop their own podcasts, incorporating elements like discussions, presentations, or project work, and share them with classmates. This approach empowers students to take

ownership of their learning, fostering deeper engagement with the material and encouraging peer-to-peer learning .

Social Media as a Communication Tool

Social media refers to computer-mediated tools that enable users to create, share, and exchange information, ideas, pictures, and videos within virtual networks. These platforms leverage mobile and web-based technologies to create highly interactive spaces where individuals and communities can share, co-create, discuss, modify, and consume user-generated content. Social media differs significantly from traditional media regarding content quality, reach, frequency, usability, immediacy, and permanence. Social media encompasses various platforms, including forums, micro blogging, social networking, social bookmarking, and wikis. New media technologies have fundamentally changed how we communicate, fostering a shift from mass communication to individualized interaction. This trend is evident in various aspects of our lives, including education.

A 2019 study by Olubunmi Adekonojo, B. A. Ajiboye and T. D. Adekonojo (2019) explored undergraduate students' social media awareness and usage. Employing a descriptive survey with questionnaires, the researchers surveyed second to fifth-year students from public and private universities in Ogun State, Nigeria, ensuring representativeness through multi-stage sampling. Their findings indicated near-universal awareness of social media platforms: WhatsApp (99%), email (97.9%), and Twitter (95.3%) ranked highest. Additionally, WhatsApp, email, and Facebook emerged as the most used tools. Notably, students primarily utilized these platforms for academic activities like group discussions, tutorial sessions, sourcing materials, and staying updated on current research. This study suggests that social media integration is commonplace among students, who leverage it for academic, social, and self-expressive purposes. However, it highlights the need for students to be mindful of potential downsides and addictive use. Furthermore, educators could consider incorporating social media strategically into their teaching approaches to enhance student engagement and learning outcomes.

A 2021 study by Amr Assad and Mona Gabr suggests that social media plays a multifaceted role in young people's lives, including education. They highlight the potential of social media platforms as communication tools that can motivate learners and offer a wealth of online

resources. These platforms can facilitate academic interaction between students and teachers, fostering a collaborative learning environment.

Annu Devi Gora (2021) noted that a majority of students prefer YouTube as a research and teaching tool due to the vast array of video lectures available . These platforms enable students to attend seminars, workshops, and training programs virtually, enriching their understanding of diverse topics and promoting multisensory learning .

Social networking sites are another prominent example of how new media facilitates individualized communication. Studies have shown that a significant portion of postgraduate students in agricultural universities utilize social media to share and exchange learning materials (86.04%). Downloading study materials and staying updated on the latest agricultural technologies and news were also identified as common uses of social media among this student population. The pervasiveness of social media platforms makes them ideal for real-time information sharing and fostering connections between students and educators. Accessibility is further enhanced by the ability to access social media on various devices, including laptops, computers, mobile phones, tablets, and iPads. Research by Mishra (2020) revealed that a majority of students spend over two hours daily using the internet, highlighting the significant role technology plays in their lives.

In recent years, universities worldwide have actively incorporated new media technologies into their teaching methodologies. Turpin and Greenwood (1998) conducted research on UK-based universities and found that various new media technologies provided a comprehensive range of learning and teaching materials, including interactive software, supporting documentation, tutorial-replacement materials, case studies, databases, datasets, simulations, revision materials, and diverse assessment tools. Biocca (2000) envisioned that by the year 2020, a significant portion of teaching would be delivered through a combination of words, images, sounds, videos, and 3D virtual worlds, all readily accessible via the internet and media technologies.

Shilpa (2014) advocated for the transformative potential of digital technologies in education, emphasizing their affordability and accessibility for a wider student population. Wesch (2009) underscored the shift in teaching methods brought about by new media, where the focus lies on students actively finding, analyzing, sharing, discussing, and creating information, as opposed to simply memorizing and recalling facts.

Because they encourage active learning, Web 2.0 technologies are significantly changing the landscape of higher education. While research by Greener & Wakefield (2015) shows that students recognize the potential of these tools (as demonstrated by Yegin, 2011), more support is needed to fully realize their advantages. In a same vein, online games have become stimulating classrooms that support the development of social skills and self-directed learning (Yengin, 2011). According to research by Noraddin & Kian (2014), these activities may even help students feel more comfortable with difficult subjects. This aligns with the growing use of 3D printing, which allows for hands-on exploration and deeper understanding. L.B. Menon's study, 'An Evaluation of the Uses and Gratifications of the New Medium: The Internet' examines the situation in Kerala. The findings bolster the notions of a digital divide and a gender gap. According to the study, male students used the internet more frequently than female students. Furthermore, students who were younger and more affluent and who lived in cities reported using the internet more frequently.

One reason for the gender gap in internet use could be the lack of internet facilities at home and colleges. While over a third of the students surveyed used the internet at cybercafés, many female students mentioned societal pressures preventing them from going alone. This is important because, in countries like India, many from less privileged backgrounds rely on cybercafés for internet access. Menon's findings also suggest that younger school students used the internet more regularly than college students pursuing graduate and postgraduate programs. A possible explanation is that younger people, being naturally curious and exploratory, adopt new media technologies more quickly. The researcher also found that students from higher-income families were regular internet users.

A significant majority of the students had been using the internet for a long period, either one to three years or more than three years. About a fifth of the students were new users with less than six months of internet experience. This pattern of internet use longevity was independent of gender. There was also no linear relationship between the age of the students and their internet use duration.

In terms of education level, school and postgraduate students had a longer internet experience than graduate students. Between urban and rural students, urban students had a longer internet experience than their rural counterparts. The fact that rural students formed the majority of new internet users substantiates the idea that technologies often spread from urban centers to rural areas. Finally, in terms of economic status, rich students were found to have a head start over poor students in internet use duration.

This study showed that the regularity of internet use among students depended on their gender, education level, age, place of residence, and economic status. More specifically, regular internet use was significantly higher among male, school-going, younger, urban, and high-income students. Conversely, rare internet use was more prevalent among females, graduate and postgraduate students, older students, and those from low-income families. These findings highlight the existence of a digital divide across various socio-demographic groups in society.

The Kerala-based study also found that school and graduate students differed significantly from postgraduate students in seeking IT application gratifications and financial benefits. Postgraduate students lagged behind graduate and school students in both areas. In fact, graduate students were more active in using the internet to learn IT applications, computer technology, and to derive financial benefits.

Teachers Usage of New Media Technologies

Since teachers are employed at colleges, they must be proficient in using new media tools for teaching-learning activities and assessing student success. Literature suggests that teachers should

utilize web technologies for everyday tasks, lessons, and entertainment to a lesser extent. It can be said that web applications benefit teachers in their daily work, lessons, and entertainment. Another research study revealed that teachers use web technologies to create course materials and prepare presentations. While teachers and prospective teachers use web technology for teaching and research, students benefit from it for learning.

According to research findings on web technologies, social media tools offer significant

technological value and influence for both teachers and other working groups. Web technologies are used for various purposes, such as sharing, communication, and delivering lectures.

Teachers and the Integration of Technology

Teachers and prospective teachers are among the most important elements in the education system. Studies that consider teacher training and their integration with technologies in the field of education are crucial. Web 2.0 technologies are widely used by students at both universities and schools. Therefore, the teaching strategies and infrastructure of educational institutions should adapt to this situation as effectively as possible. Both universities and schools need to support the use of Web 2.0 tools by students. Teachers can leverage these technologies for production in lessons, extracurricular activities, information sharing, communication, and discussions.

A 2017 study by Jampala Mahesh Chandra Babu, titled ‘Awareness about New Media Technologies Used in Classroom Teaching among Teachers in Indian Higher Education System’ found that many teachers followed traditional classroom teaching methods compared to flipped classroom teaching. Traditional teaching involves the teacher lecturing, students taking notes, and homework being assigned to assess understanding. Flipped classroom teaching, on the other hand, involves students watching videos and receiving notes before class. In class, the discussion of the topic takes place among teachers and students. Many universities are adopting this methodology to increase student-teacher-centered learning. The study also observed that 44.3% of teachers were aware of Web 2.0 technologies like Facebook, Pinterest, YouTube, and Vimeo, while 55.7% were not aware of these new media technologies.

Teachers as Content Creators and Communicators

Teachers can use their blogs to store lessons online or provide supplementary learning materials for students. They can also use blogs to organize assignments by posting them online for absent students or listing due dates. This ensures that all students can access course materials from anywhere. Teachers can utilize a variety of multimedia and technology tools in their classrooms to cater to different learning styles. Texting, video instruction, and podcasts are just some

examples of the influential technologies available to teachers in mass communication courses. By using multimedia technology, teachers can offer new learning methods that can take place in colleges or at home. Granting teachers access to multimedia learning resources that support constructive concept development allows them to focus on facilitating learning while working with individual students.

Podcasting allows teachers to easily broadcast engaging audio content that students can listen to anytime and anywhere. Students only need to subscribe to a podcast feed, and educational content can be pushed to them rather than waiting for them to come to class. Podcasts can be easily used in schools, universities, or colleges to engage students and improve teaching and learning practices. One of the simplest uses of podcasting is to record existing lectures. This makes them easily accessible to students and creates valuable study aids. While a one-hour video recording of a lecture might be difficult for students to watch, teachers can offer audio recordings that students can consume while doing other activities.

The influence of new media technologies on teaching and learning has been widely recognized in educational research. Bates (1999) argued that these technologies have increased the flexibility and accessibility of learning, fostering the development of intellectual skills such as problem-solving and decision-making. Collaborative learning is also enhanced through the use of new media, creating global interlinkages within multi-dimensional courses. Winthrop & Smith (2012) emphasized the transformative power of technology on education, highlighting its evolution from the printing press to blackboards and ultimately to computers. They further claimed that technology has the potential to improve education beyond simply teaching children based on their interests. Biocca (2000) echoed this sentiment, predicting that the rapid pace of technological change would revolutionize classroom instruction and pave the way for even more powerful educational tools in the future .

Challenges Faced by Students

Challenges faced by students refer to the problems they encounter when using New Media Technologies, which can negatively impact their learning in educational settings. These challenges can be categorized into four areas: (1) technological challenges, (2) individual challenges, (3) cultural challenges, and (4) course challenges.

Rhema and Miliszewska (2010) identified challenges related to the cultural and linguistic backgrounds of students and instructors, as well as their awareness and attitudes toward e-learning. Their study indicated that underdeveloped and obsolete technological infrastructure, expensive educational technologies, a lack of local e-learning skills, and a lack of administrative support for e-learning initiatives were challenges faced by students.

Another study (Alshehri and Drew, 2010) found that students might hesitate to access websites if they perceive a lack of support from teachers and management in adopting learning from educational websites. Many students have also expressed dissatisfaction with a lack of a conducive study environment.

A study by Kim (2008) indicated that faculty resistance is the primary technological challenge hindering the adoption of e-learning in higher education. In developing countries, gender can impede the adoption of technology and internet access. Often, women and girls, for various reasons, may hesitate to learn or be discouraged from using computers (Allen, 2013).

Challenges Faced by Teachers

Challenges faced by teachers refer to the problems they encounter when using New Media Technologies for teaching in educational settings. Time constraints, limited institutional support, and skepticism about the effectiveness of these tools are common obstacles. Additionally, faculty may lack confidence in using technology (low digital fluency) and receive little incentive to adopt it.

Beyond these factors, several barriers can hinder the adoption of new educational technologies. These include institutional restrictions, limited funding for infrastructure and training, resistance from senior faculty, and the overwhelming number of available tools (Armstrong and Franklin, 2008).

McGee and Diaz (2007) suggest a disconnect between faculty and students. Unlike students who are comfortable with technology (digital natives), many faculty members (digital immigrants) grew up before the digital age and may be less enthusiastic about adopting new tools. Ultimately, faculty weigh the risks and benefits of new technologies, considering factors such as their maturity, integration with existing tools, and the level of institutional support. Cultural and generational differences can also play a role.

Overall, the article presents a comprehensive overview of the current state of new media in higher education. It acknowledges the opportunities and challenges presented by this dynamic tool and emphasizes the need for a thoughtful and strategic approach to its integration within the learning ecosystem. New media plays a significant role in higher education, offering opportunities for learning, communication, and collaboration. Recognizing both its benefits and

Discussion

The successful implementation of NMTs in higher education necessitates a multi-pronged approach. Universities need to invest in upgrading their technological infrastructure to ensure equitable access for all students. Faculty development programs can equip educators with the

necessary skills and knowledge to integrate NMTs effectively into their teaching practices. Additionally, fostering a culture of digital literacy among students is crucial for navigating the complexities of the online learning environment. Lastly, ongoing research is essential to evaluate the effectiveness of NMTs and develop best practices for their integration into various academic disciplines.

Implications

Universities should incorporate social media into their curricula and train faculty members on how to use it effectively in order to increase student participation and collaboration. Pupils need to be given the tools they need to be digitally literate and assistance when they encounter new media difficulties. Reaching existing and potential students requires establishing a strong institutional social media presence. To guide future tactics, research on the effects of new media on students' academic performance and wellbeing should continue.

Conclusion:

The powerful toolkit of NMTs can enhance teaching and learning in higher education. Understanding the benefits and drawbacks of these resources can help educators create dynamic, inclusive classrooms that serve a variety of student needs. In order to preserve a dynamic and technologically sophisticated learning environment, we also need to keep our understanding and application of NMTs current. Subsequent investigations ought to explore the effectiveness of particular NMTs in accomplishing varied learning goals in academic fields, their impact on digital literacy and critical thinking, and methods to guarantee equal access to these technologies for every student. It is essential to create pedagogical frameworks for the integration of NMTs into curricula, comprehend how new media affects learning outcomes across many domains, and create efficient integration strategies. To fully utilize new media technologies in the classroom, it is imperative to address the digital divide and give teachers the necessary training.

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