Integrating Social Media Platforms in the 21st Century Classrooms: Recommendations for English Educators

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Abstract

This paper aims to highlight recommended lessons for teachers to use social media platforms in the English classrooms. It provides lesson plans for teachers as guidelines to integrate social media platforms in the 21st century classroom, particularly in schools. Generally, there are generation gaps between educators and students in the 21st century classroom. In narrowing the generation gap, this paper provides tips on the characteristics of teachers best suited to teach the 21st century students. Innovative technologies are presented as tools especially on social media platforms such as WhatsApp, Facebook, and Instagram which could be used by English teachers to support language learning process. As these apps are easily available to be downloaded in smart devices, integrating them into classroom lessons is recommended for implementations by the English educators.

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INTRODUCTION

In Malaysia, the use of social media through the penetration of mobile devices has kept growing tremendously in most states (Ismail, Azizan & Gunasegaran, 2016). Consequently, innovative digital media technology has significantly influenced the students in our classrooms too. Their lives revolve around digital media technology and modern gadgets such as the internet, smart phones, tablets, videogames, blogs, Facebook, Skype, WhatsApp, Instagram, Twitter, digital television, MP3, MP4 and other digital media tools. In fact, the current generation of students prefer to surf the internet, check social networking sites, download music, play virtual games, watch television, publish their singing and acts in YouTube and Instagram, and most importantly, these students actively use the social media and they communicate using the instant messages daily.

Nonetheless, the expectations and needs of students are substantially different from those that their teachers had when they went to school (Smrikarov et al. 2015). As a result, teachers ought to drive transformations in education experiences. In addition, Ismail, Azizan and Gunasegaran (2016) found that even though mobile technology is growing in popularity in this country, the use of social media in Malaysian higher education is still not widespread due to several factors including pedagogical and technological challenges as well as policy constraints. Moreover, both students and educators are not certain as to how to best engage in this approach especially in terms of which social media is often used for communication purpose, rather than for learning (Mahat, Ayub & Luan, 2012).

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In addition, Tariq, Rajaendram and Lee's (2017) article mentioned that the Ministry of Education Malaysia reported that mobile phones are currently not feasible to be used at primary and secondary school learning stages to ensure that students stay focused in their studies, not in socializing and talking with their peers in the classrooms. However, the former Education Minister, Datuk Seri Mahdzir Khalid claimed that the education ministry is at the final stage of drafting the guidelines on the limited usage of mobile learning where the use of these devices can be exercised in a certain time limit for certain subjects in primary and secondary school classrooms which is seen as a positive move in preparing for the Industrial Revolution 4.0. Therefore, with regards to these concerns, this paper aims to suggest teaching activities using social media platforms to assist teachers to innovate the teaching and learning experience in their classrooms, especially in the higher learning levels.

1.1   Background of the Study

Modern digital media technologies have shaped the world in the upbringing of our current students. This means that the students in this generation grow up using smart phone technologies and social media platforms as part and parcel of the way they live their lives. Nevertheless, there are challenges on the use of social media among the 21st century students. For instance, Saleh (2014) argued that culturally famous social media platforms such as Facebook, Twitter and WhatsApp have somehow received concerns from teachers whereby students could misuse social media platforms while in the classrooms. This includes students getting involved in immoral activities and uncontrolled exposure to Internet contents which could lead to negative attitudes, thus affecting their performance as students. In relation to this, Wise, Skues and Williams (2011) further cautioned that using social media in classroom would cause distractions and students become less engaged in their lessons. This happens when students are too engaged with their social media life where they are exposed to particular contents they are interested in such as entertainment, gaming, fashion, and sports, which could eventually distract their attention during class time.

Such viewpoints, probably, have posed some challenges on the use of social media and smart phones in classrooms. In addition, there are factors such as the presence of generation gap between teachers and students, and also the limitations of facilities provided in our conventional classrooms in Malaysia, where classroom lessons are mainly made up of lectures and PowerPoint slides, and conventional teaching approaches. In fact, our young students are more apt in using the digital technology and social media platforms as compared to the teachers. Acknowledging the fact that the young students use digital technology and social media platforms favorably in their life, this paper aims to provide better insights for teachers to better understand the nature of the 21st century students and teachers, its teaching implications, and provide some solutions and recommendations to tackle the teaching and learning experiences in the 21st century.

21st CENTURY LEARNING

2.1 21st Century Students

It is important that teachers understand the nature of the 21st century students. Generally, the majority of the 21st century students in colleges comprise Generation Z (hereon, Gen Z). It is noteworthy to establish that this paper presents the majority of the young students present in our current classrooms, Gen Z. Gen Z are those born between 1995 and 2012. Sparks and Honey (2014) who popularised the term Generation Z, described the Generation Z or Gen Z as:

- Tech innate: 5 screens simultaneously; Think in 4D; 8-second attention span; Communicate with images and symbols
- More influential; Want to work for success; Focused on the future
- Savers; Blended (Race and Gender); Realist; Collective conscious

Seemiller and Grace (2016) described Gen Z in more details but contradicting the earlier mentioned definitions. Gen Z students are described as:

- Responsible; Open-minded; Thoughtful; Loyal
- Entrepreneurial; Compassionate; Interactive
- Not spontaneous; Not conservative; Not focused; Not competitive; Not creative
- Critical of peers; FOMO (Fear of Missing Out)

In general, Gen Z students are very technology dependent that it affects their way of thinking; relatively, Peterson (2014) described them as digitally over connected. Gen Z are able to multitask 5 screens simultaneously which means they spend most of their time either in school or outside with computers or smart devices like smartphone, tablets or iPads. They believe the internet and the usage of smart devices can assist them in learning and building their life. Students of this generation want success and prefer to work alone but at the same time they are not creative and worry of being left out. These characteristics of Gen Z students will be a big challenge for current teachers.

2.2 Challenges of Teaching 21st Century Students

Teaching the Gen Z students pose several challenges for teachers. Gen Z students are tech-savvy and visual learners. This means that they prefer and are more comfortable to use the World Wide Web, especially Google websites to find information and are extremely good at it, but they lack the ability to evaluate the validity of the information. Gen Z students basically study by examining things and doing practices; they no longer prefer listening wholly to lectures and taking down notes from PowerPoint slides (Shatto & Erwin, 2016). This also means that besides being visual learners, they are also kinesthetic learners. These characteristics are further challenged with their 8-second attention span that will test a teacher's patience to get the students to focus in class. This is the result of them being so used at getting their answers or responses immediately because the internet is fast, bountiful and interactive.

Besides that, Gen Z students communicate with images, symbols or emojis. Teachers can infer that 21st century students can be weak in communication and might have trouble to get their precise message across that will be opened to various interpretation. Sparks and Honey (2014) further described them as those who are familiarised with communication aspects such as rapid-fire banter and remarks.

Therefore, teachers need to acknowledge and implement the usage of technology as well as use a virtually active approach to be able to effectively communicate with their Gen Z students. Moreover, teachers have to prepare better suited materials during teaching to stimulate the current generation students' interest in class and guide them in their learning process. Below are some teaching tips for Gen Z as recommended by Shatto and Erwin (2016) which are:

- Use mobile technology and apps when possible
- Use readings that can be completed on tablets or smartphones
- Encourage collaboration through the use of social media sites such as Facebook, Tumblr, Twitter, blogs and discussion groups
- Reinforce concepts with YouTube videos
- Use interactive games such as Kahoot and Socrative
- Include discussions on inclusiveness and tolerance; group work should focus on varying viewpoints; the use of narratives and storytelling is especially helpful when teaching students from diverse background

2.3 21st Century Teachers

In addition, it is also important to relate to the characteristics of teachers best suited to teach the 21st century students. To tackle the current student generation, it is essential that teachers be tech-savvy and willing to use new technologies and incorporate them in their teaching. Ertmer and Ottenbreit-Leftwich (2010) suggested that it is the teachers' role to produce materials and activities by selecting the best technology, assignments and grading to be integrated in the class that suit the 21st century students in increasing the ability of students to learn better. Wall (2012) proposed interactive teaching with technology involving hands-on teaching with simulations and group discussions and should incorporate multimedia

presentations in class. Next, teachers are facilitators of learning. Archambault, Wetzel and Kim (2010) implied that teachers should act as facilitators and not as the sole contributor of knowledge. By asking questions, teachers can ignite the interest of the students in learning and assist the students in a collaborative learning environment by letting the students bring their knowledge outside their classroom and make in-class learning more relevant.

Consequently, teachers need to be collaborative. Teachers of this century should collaborate with other teachers, students and community to share ideas, knowledge, expertise, experiences, communicate, learn and self-reflect, built trust among teachers and solve current teaching and learning problems (Carroll, Fulton & Doerr, 2010). Ultimately, teachers are life-long learners. In other words, teachers should be able to adjust and modify lesson plans from the past according to recent methodology used in classes. A skillful 21st century teacher is able to accept technology by learning and integrate the use of technology in class the best way possible (Carroll, Fulton & Doerr, 2010).

In conclusion, the 21st century students bear unique characteristics that require distinctive learning preferences. Teachers of the 21st century need to be abreast with the current styles and preferences of their students and therefore, be open to adapt to the usage of technology to aid their students during teaching and make learning a meaningful experience for them.

BENEFITS OF USING SOCIAL MEDIA PLATFORMS IN CLASSROOMS

This paper suggests the integration of using social media platforms in the 21st century classroom due to its promising privileges. According to Rdouan, Abdellatif and Raddouane (2013), a social media platform is basically made out of a portrayal of every user (frequently a profile), his social connections and an assortment of extra features where it also intends to promote interactions via the web like email, chat rooms and instant messaging. In the 21st century classrooms, the presence of interactive features in social media platforms, such as Facebook, Twitter, Instagram and WhatsApp, has assisted teaching and learning process in aspects of collaborative learning, engagement, and supporting efficient teaching and learning process.

Significantly, integrating the use of social media platforms in teaching activities promote collaborative learning. Karpinski and Duberstein (2009) stated that the use of social media platforms such as blogs and wikis would allow collaborations of multiple users including both the educator and student; thus, diverse learning difficulties can be solved in lesser time. This happens due to the fact that social media collaborative platforms enable individuals to think about the power and vitality of collaboration whereby individuals bring their ideas together, examine the ideas with their peers, and publish them in a way that can be reviewed and re-evaluated (Rdouan, Abdellatif & Raddouane, 2013).

Another benefit of social media platforms in classroom is in terms of engagement. A student who scarcely ever takes part in class may get effectively engaged with co-building his learning environments with his teachers, teaming up with his classmates, and may feel more confident to convey and share his opinions and thoughts on the social media platforms used in classrooms (McLoughlin & Lee, 2007). In addition, the dynamic and participatory nature of many social media platforms could be used to engage or re-engage bored or shy students who are commonly found in the traditional classroom approach.

Simultaneously, using the social media platforms in classrooms could also promote efficient teaching and learning process by overcoming the limitations of time and location. According to Rutherford (2010), students would have enough opportunities to ask questions, make comments, as well as get feedback without having face to face interaction with their teachers in formal classrooms especially after class time. Instantaneously, students have more opportunities to develop supportive relationships with their teachers such as giving and getting support, feedback, and guidance from their teachers.

3.1 Challenges of Using Social Media in Classrooms

Apparently, there are certain shortcomings that teachers need to consider when they integrate the use of social media platforms in their classrooms. Its limitation concerns the issue of social and educational aspects. Saleh (2014) argued that culturally famous social media platforms such as Facebook, Twitter and WhatsApp

have somehow received concerns from teachers whereby students could misuse social media platforms in the classrooms. For example, students could freely chitchat online on irrelevant topics or platforms and give negative and sensitive remarks that could be viewed by all social media users. What is worst is that what they share, if socially and culturally wrong or deemed as wrong, could be made viral by others.

In addition, students are easily influenced by the nature of contents that are presented on social media platforms causing them to become distracted while working on the classroom activities (Cassidy, 2006). Furthermore, YouTube, Facebook, Blogs, Twitter, and other social media applications are not developed for learning purposes as most individuals use these apps for recreational purposes, such as, communication, entertainment and spaces for personal expressions (Crook, Fisher, Harrison, Logan, Oliver & Sharples, 2008); therefore, teachers need to caution their students not to misuse these internet platforms when doing their learning activities.

Wise, Skues and Williams (2011) further cautioned that using social media in classroom would cause distractions and students may become less engaged in their lessons. Students focus more on the sites and content for entertainment aspect compared to using the sites and content to support their learning. This situation would eventually lead poor academic performance. Several studies have reported that students who devoted more time on social media platforms tend to perform poorly in academic as compared to those who did not (Kirschner & Karpinski, 2010; Junco 2012, 2015). Students become obsessed with the social media tools and consequently, spending less time on studies, and completing their homework and assignments.

Another limitation that teachers should be aware of is the occurrences of cyberbullying. In a study conducted by Catanzaro (2011), it was found that there has been an escalation of cyberbullying fueled by social media, especially on Facebook among female adolescents in the United Kingdom, Scandinavia and North America. The occurrence of these cyber-bullying cases somehow calls for the need of a safe and efficient implementation of social media in classrooms.

Last but not least, the use of social media platforms, specifically the text messaging feature, is seen as something detrimental to students' language command. According to Mphahlele and Mashamaite (2005), most students prefer to use the 'text language' instead of the standard language while using text messaging features or applications, such as WhatsApp, Line and Facebook Messenger. As a result, they would have a high tendency to display a lot of errors including spelling and grammatical errors in their academic related tasks. Dansieh (2008) stated that the effects of this 'text language' would extend to classwork, examinations and research reports which are undoubtedly a serious concern in an academic environment.

Evidently, adapting to the characteristics of the 21st century students could present issues in teaching and learning English. In overcoming these challenges and limitations, several guidelines and suggestions are recommended to facilitate teachers in implementing technology, in this case, social media platforms, in teaching English in the classroom. With it, teachers could further adapt and enhance their understanding towards Gen Z, which in the end help elevate students' physical, psychological and social performance.

RECOMMENDATIONS FOR IMPLEMENTING SOCIAL MEDIA PLATFORMS IN THE CLASSROOMS

To overcome the challenges of the 21st century, several lesson plans are suggested as guidelines for teachers to properly integrate social media platforms in the classrooms. The integration of using social media platforms in the teaching and learning process are useful in English language lessons. In fact, students can gain leverage from their technology skills for learning purposes. It is important for teachers to know what social media platforms the students are using and how they are using these media platforms in order to integrate those tools in teaching and learning activities optimally. Teachers should also be at par with their students in terms of understanding and using these tools to ensure the smoothness and effectiveness of the English lessons.

There are several lesson plans recommended in this paper. The lesson plans are designed by experienced English educators who had teaching experiences in secondary schools and at language proficiency and TESL programmes in a public university in Malaysia. Some of the educators had teaching experiences between fifteen to twenty years, while the younger ones have from three to five years of experiences. In addition, the

lesson plan developers also graduated from TESL and other English language degree and masters' programmes, and therefore the lesson plans were moderated by both the experienced and the more experienced English language educators.

Furthermore, in teaching the Teaching English as a Second Language Matriculation students in Universiti Teknologi Mara Malaysia and the English proficiency courses, the researchers' subject matters range from teaching basic grammar, language skills: listening, speaking, reading and writing, to teaching content English subjects, namely, English for Critical Academic Reading and others. Moreover, Universiti Teknologi Mara Malaysia requires its instructors to apply blended learning, which means that students learn via electronic and online media as well as face-to-face teaching. Hence, the teaching approach may include using social media platforms in teaching and learning English virtually. Thus, through the years of teaching English to undergraduates using both traditional methods and modern technology in the classroom, the researchers are suggesting these lesson plans to further facilitate teachers in using social media platforms in teaching English.

It is hoped that these lesson plans that promote the use of social media platforms especially Facebook, Instagram, and WhatsApp would fit the needs of the 21st century students; consequently, English teachers can vary their teaching approaches.

4.1   Lesson Plans Using WhatsApp for English Language Learning

These lesson plans outlined and described below could be implemented in the classroom by English teachers as each caters to different levels and skills: vocabulary, grammar, speaking, listening and writing. Teachers could simply choose one according to the lesson they wish to teach for the day and adapt according to their students' needs and preference.

4.1.1   *Lesson Plan 1: Twisted Words*

Lesson Plan 1 is called Twisted Words targeting students at beginners to intermediate level. At the end of the lesson, students should be able to 1) understand word stress, and 2) pronounce words with proper pronunciation and word stress.

Suggested procedure:

Set Induction:

Teacher introduces tongue twisters and asks students to pronounce each word aloud. Later, teacher asks students to pronounce them in a sentence individually and in groups to ensure students can pronounce the words correctly.

Examples of tongue twisters' teachers could use in this lesson are the following:

- Six sleek swans swam swiftly southwards
- Can you can a can as a canner can a can can?
- When you write a copy, you have the right to copyright the copy that you write, if the copy is right.
- If you notice this notice, you will notice that this notice is not worth noticing.

While-Teaching:

Teacher asks students to choose other tongue twisters that they can find online or teachers could give the following for this task:

- Five frantic frogs fled from fifty fierce fishes
- A pessimistic pest exists amidst us
- Bake big bathes of bitter brown bread
- How much pot, could a pot roast roast, if a pot roast could roast pot.

Teacher then asks students to use WhatsApp to record themselves reading the tongue twister and send it to their friends on their class' WhatsApp group. Individual students are assigned to work in pairs and to check each other's pronunciation and word stress.

Post-Teaching:

Teacher asks random students to read aloud short news clips or articles and post it in the WhatsApp group. Friends are to comment on their friends' pronunciation.

4.1.2   *Lesson Plan 2: Pay Attention and Respond*

Lesson Plan 2 is called Pay Attention and Respond targeting students at beginners to intermediate level. At the end of the lesson, students should be able to 1) understand Wh-questions, 2) listen attentively and observe closely, and 3) answer Wh-questions.

Suggested procedure:

Set Induction:

Teacher sends a video or a recording of a radio advertisement to the class' WhatsApp group and students listen carefully. Teacher asks students to respond to the questions.

- What is the advertisement promoting?
- Who is the target audience?
- What are the details of the product?

While-Teaching:

Teacher explains about Wh-questions. Teacher posts another video or audio on the WhatsApp group i.e. an advertisement, talk, public service announcement, or movie trailer. Teacher then asks students a series of questions.

- What is the video about? What are the evidence?
- How do you feel after watching/listening to the video?
- What will you do after you watch/listen to the video?
- What are your thoughts on the video?
- What would you like to change about the video?
- Is it impactful to you?

Students work in groups of three to four, and publish their answers in the WhatsApp group.

Post-Teaching:

Teacher asks students to work in group and find an audio or video of under 5 minutes on a particular theme or news items and post it on the WhatsApp group. They must include 3 questions for their friends to answer. Other students are to respond to the questions and publish their answers on the WhatsApp group.

4.2   Lesson Plans Using Instagram for English Language Learning

4.2.1   *Lesson Plan 3: Self-expression*

Lesson Plan 3 is called Self-expression targeting students at beginners to intermediate level. At the end of the lesson, students should be able to 1) understand nouns and types of nouns, and 2) form sentences using nouns correctly.

Suggested procedure:

Set Induction:

Teacher brings to class an item or picture of an item that is meaningful to him/her (person, things, animal, and quotes). Teacher then explains reasons why it is meaningful to him/her. To promote interaction, teacher can also encourage students to ask questions regarding the items and provide responses.

While-Teaching:

Teacher asks students to make self-reflections on the most precious thing to them. Teacher poses questions such as, "What are the things you hold very dear and precious to you that you cannot live without? Is the most precious thing to you someone most important in your life? Is the most precious thing to you, an event happened to you that you cannot forget? Is the most precious thing to you, an animal that you loved very much? Explain with examples."

Teacher then, asks students to search the web to get the pictures that relate to their most precious something.

Students are to post the picture of the most precious thing in their life and publish their stories on their Instagram page. Students are also motivated to write statements of their self- reflections on why it is the most precious thing to them on their Instagram page as captions for the picture.

Post-Teaching:

Based on what their friends have posted on their Instagram pages, students are to give comments to their friends

4.2.2   *Lesson Plan 4: Singer-Songwriter*

Lesson Plan 4 is called Singer-Songwriter targeting students at intermediate to advanced level. At the end of the lesson, students should be able to 1) understand verbs and types of verbs, and 2) write sentences using verbs correctly.

Suggested procedure:

Set Induction:

Teacher asks students to listen to a song by Imagine Dragons, 'Whatever It Takes'; teacher distributes the song lyrics to enable students to sing along. At the same time, teacher asks students to underline the verbs found in the lyrics.

While-Teaching:

Teacher further explains about the types of verbs and their functions. Teacher prepares a set of themes that students need to choose from (pets, fashion, technology, beauty, motivation, self-confidence, love, peace, sugary foods).

In groups of three to four, students are required to compose a short song verse based on the theme they have chosen. Students also need to underline the verbs in the lyrics they created.

Teacher asks students to later post a video of them singing their self-written song on their Instagram page. In the video, students are encouraged to write up the verbs using large fonts on A3 papers and to hold up the verbs for the viewers to see.

Post-Teaching:

Based on the video of their friends on Instagram, students are to leave comments or words of encouragements.

4.3 Lesson Plans Using Facebook for English Language Learning

4.3.1 Lesson Plan 5: Predict Your Future

Lesson Plan 5 is called Predict Your Future targeting students at intermediate to advanced level. At the end of the lesson, students should be able to write sentences using future tense correctly.

Suggested procedure:

Set Induction:

Teacher asks students about their future plans for tomorrow and the weekends. Teachers can pose questions such as, "What will you do tomorrow? What will your family do on Saturday and Sunday? Where do you plan to go during the weekend?"

Next, teacher asks students to identify the goals of their future plans that they make for tomorrow. Teachers poses questions such as, "What are the goals of the activities that you are going to do tomorrow or during the weekends? Is your goal to relax yourself? Is your goal to complete your assignments?"

While-Teaching:

Teacher asks students to reflect on their goals in life. Teacher poses questions such as, "What do you wish to achieve in your life? How do you think your life will be when you are 30 years old? What will you do in order to achieve your dreams? Do you think you will achieve your dreams and goals you set for yourself?"

Students write down their goals using future tense statements. Then, in pairs students share these reflections with their partners.

Teacher asks students to volunteer and present their future goals in life to the whole class. Finally, teacher asks students to post the statements using the future tense related to their future goals in life on their Facebook pages.

Post-Teaching:

Based on what their friends have posted on their Facebook pages, students are to leave comments for their friends to encourage further discussions.

4.3.2 Lesson Plan 6: In the Present

Lesson Plan 5 is called Predict Your Future targeting students at intermediate to advanced level. At the end of the lesson, students should be able to write sentences using present tense correctly.

Suggested procedure:

Set Induction:

Teacher asks students about their everyday habitual activities. Teachers pose questions such as, "What morning routine do you do every morning? What are your everyday evening activities? What do normally eat for dinner?

While-Teaching:

Teacher asks students to inform about what activities they normally do during specific occasion, for example the activities they do to celebrate the occasion. Teacher then gives students a specific date, for instance, March 20, which is the International Day of Happiness.

Or another option is that students are allowed to choose any specific occasions or celebrations.

Later, teacher asks students to work in pairs and search the web on any occasions or celebrations (either locally or internationally) based the date they are given or the ones they have chosen. Teacher informs the

students that they are to imagine that the DATE is the day of the lesson. Students are to write statements about occasions or celebrations, and what people normally do during the occasions.

Teacher asks random students to present their findings to the class. Teacher asks students to go to their Facebook page and write statements using the present tense verbs to describe the activities that individuals normally do during the specific occasions or celebrations and post their statements in their Facebook page.

Post-Teaching:

Based on what their friends have posted on their Facebook pages, students are to leave comments for their friends.

CONCLUSION

Using innovative digital media technology is important in today's millennium. Since social media platforms have become integral parts of both teachers' and students' lives, bringing them into English language lessons will surely engage students' interest and attention. Another plausible reason why teachers can use these social media apps is because it can be easily downloaded to personal smart devices or in the computers in the multimedia resource rooms available in schools. It is worthy to note that these suggested lesson plans are designed to be used by English language teachers to be implemented in their teaching and learning activities.

The lessons suggested are designed to cater to students ranging from the beginner to the advanced level; various social media platforms such as WhatsApp, Instagram and Facebook as tools are suggested too. Teachers could modify the teaching activities to be relevant for the needs of their students. Further research could look into the effectiveness or the pros and cons of implementing these classroom activities in the English classrooms in order to gain better insights into using innovative lessons to approach the variety of young generations in our 21st century classrooms.

Finally, to facilitate effective teaching and learning experience, it is important that teachers should first teach and remind students about the proper ethics of using the social media and guide students to become good and responsible online social media users. An analogy is that when teachers enter the classroom for the first time, they set a few classroom rules and good classroom practices to remind their students to become good and effective students. Hence, when students use the online social media platforms in the English classrooms, they should also be educated that they have to have proper ethics to become good citizens of digital media users, especially in the classroom.

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