

Notification No: F. No. COE/Ph.D./(Notification)/569/2024

Notification Date: 25.10.2024

Ph.D. Scholar	: Ilfa Zaidi
Supervisor's Name	: Prof. Harjeet Kaur Bhatia
Department	: Department of Educational Studies, Faculty of Education
Ph.D. Title	: Development of Module for Facebook Usage and Evaluating its Effectiveness for Pre-Service Teachers
Keywords	: Module, Facebook, Social media, 21st century skills, Pre-service Teachers

Abstract:

Growing importance of Facebook among students and the review of literature revealed that there is a scarcity of experimental research focusing on how Facebook usage effects pre- service teachers' communication, collaboration, creativity, and critical thinking skills in India. Although numerous studies on this topic have been conducted in different regions using various research designs, they often employ survey methods. Therefore, a need was felt to conduct an experimental study on this particular area. So, the major focus of present study was to develop the module for Facebook usage and examine its effect on 21st century learning skills of pre- service teachers, i.e., communication, collaboration, creativity, and critical thinking.

Effectiveness of Facebook based module was assessed in terms of communication skills of pre-service teachers, collaboration skills of pre-service teachers, creativity skills of pre- service teachers, and critical thinking skills of pre-service teachers, and in terms of different aspects of developed module as perceived by pre-service teachers like quality of content, ease of use, language used, sequencing etc. Additionally, challenges were also studied that pre- service teachers faced during the intervention of Facebook based module. For this, single group pretest-posttest experimental design was adopted by taking a sample of 149 B. Ed. Students from two central universities, namely University of Delhi and Jamia Millia Islamia. The tools used were developed by the researcher that includes four rubrics, questionnaire for perceived effectiveness of the module and focus group discussion. Data collection was done in three phases, i.e., pre-test, intervention of the module, and post- test. Analysis of collected data was done using Wilcoxon signed-rank test. For analysis of focus group discussion, themes were identified.

Major findings: An intervention of the developed module “Facebook Based Module for 21st Century Learning Skills” was administered on pre-service teachers to evaluate its effect on their communication, collaboration, creativity, and critical thinking skills. Findings revealed that a significant difference was identified between the mean scores of the pre-test and post-test. The Wilcoxon signed-rank test indicated that the developed module effectively enhanced the learning skills of pre-service teachers, including communication, collaboration, creativity, and critical thinking, with a large effect size (according to Cohen’s 1988 standards, an effect size of 0.5 and above is considered large). Furthermore, when analyzing the effectiveness of various aspects of the developed module, most pre-service teachers found it effective. These included the quality of the content, ease of use, clarity of the language, logical sequencing, etc. However, there were two areas where participants expressed dissatisfaction, i.e., the limited time allocated for activities and the requirement to share screenshots of posts. Additionally, the study highlighted some challenges faced by pre-service teachers during the intervention of the developed module such as, group maintenance/page maintenance/no efforts by some students, time management and distractions, privacy and security concerns, off-task behaviour, and restriction.