

Ai



UNIVERSITI  
TEKNOLOGI  
MARA

Cawangan Negeri Sembilan

EDISI 12

JUN 2024

# BULETIN APB

e-ISSN: 2682-7948

*Social Media  
in Teaching and Learning*

AKADEMI PENGAJIAN BAHASA  
UNIVERSITI TEKNOLOGI MARA  
CAWANGAN NEGERI SEMBILAN  
KAMPUS SEREMBAN





# Adapting Experiential Learning while using Social Media in Class

**MAZLIYANA ZAINAL ARIFIN, AMALIA QISTINA CASTAÑEDA ABDULLAH, RAFIDAH KAMARUDIN & NUR'AIN ZURAIMI**  
**UiTM KAMPUS KUALA PILAH**

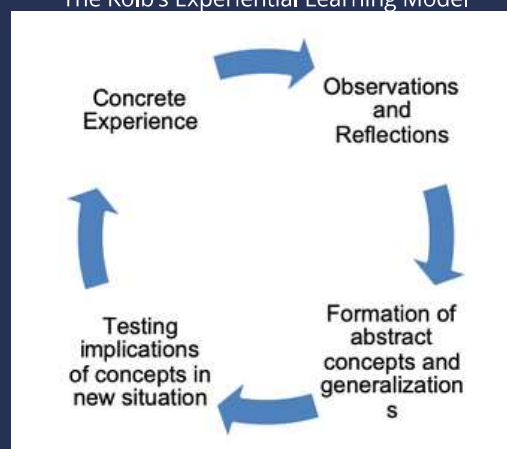
According to Kemp (2024), at the start of 2024, there were 33.59 million internet users in Malaysia, and there were 28.68 million social media users aged 18 years old and above, equivalent to 83.1 per cent of the total population. Facebook alone had 22.35 million users in Malaysia in early 2024, despite the fact that it is not a popular choice among youngsters, who prefer Instagram, which had approximately 7mil fewer users. Other popular social media platforms include YouTube, with 24.1 million users, and TikTok, with the most users – 28.68 mil. When it comes to the use of social media, in general, it is agreeable that it brings both positive and negative effects to its users.

As educators teaching young adults, at times it is worrying to see students unable to use the English language proficiently. Even though there are tonnes of materials online written in English that are easily and freely accessible, they are not aware of the current issues happening in and out of the country and lack general knowledge. This has hindered them from being able to express themselves well and present ideas in class as well as in their tests. From personal observations, this could be due to the kind of news they read and the people they follow online. Since they spend so much time on social media and asking them to put their mobile phones down is a frustrating process, encouraging them to use social media to its fullest could be a solution to this concerning issue.

After listening to lectures after lectures in class, some hands-on activities can be done to increase students' concentration and help them benefit from using social media. This supports the idea established by Kolb (1984) called experiential learning. This type of learning involves grasping and transforming experiences to obtain knowledge (Kolb, 1984). One of the models of the experiential learning process is the Lewinian Model of Action Research and Laboratory Training Kolb (1984) also known as Kolb's Experiential Learning Model (Choi, 2014), as seen in Figure 1.

In this model, four major learning modes are emphasised and must be addressed while learning for it to be most effective. These modes of learning can also be the basis for the activity to be done in class. Based on the model, educators can follow the steps below to be implemented in class:

**Figure 1**  
The Kolb's Experiential Learning Model







**STEP 1— Concrete Experience:** At the beginning of the activity, educators can choose a type of social media for the learners to start exploring. Based on a certain topic, educators can suggest certain important figures or suitable organizations related to the task given for the students to refer to. Here, students will have hands-on experience gathering information connected to the learning outcome.

**STEP 2— Reflective Observation:** Using the information collected in the previous step, educators can ask the learners to review it and reflect on their experiences while gathering the data. Learners should be encouraged to express their likes and dislikes about the process they have just gone through so that educators can understand the challenges they have faced and assist them in overcoming those challenges.

**STEP 3— Abstract Conceptualization:** Learners can then compare the kind of information they get from social media before and after the activity. By analysing this, learners might realize that they can find beneficial information if they know who to follow on social media.

**STEP 4— Active Experimentation:** Having understood the results of using social media for learning, learners will now be able to use their social media for entertainment and as a fun learning tool.

Using these modes of learning, learners learn to validate and test the information they gather as the process involves searching for information and sharing it with others. This gives them immediate personal experience in navigating social media to complete the task given. They will be informed of the type of information that is relevant or irrelevant from trustworthy sources via the discussions they will have with their peers and educators. Since the process is cyclical, learners can repeat the process to complete other tasks and finally comprehend that Google is not the only source of information for their formal education.

#### References

- Choi, J. (2014). Learning from Experiences of Project Successes and Failures in the Workplace. *International Journal of Business & Applied Science*, 3(2), 27–47. <https://doi.org/10.9790/487x-180803139142>
- Kemp, S. (2024). DIGITAL 2024: MALAYSIA. Retrieved from <https://datareportal.com/reports/digital-2024-malaysia>
- Kolb, D. A. (1984). Experiential Learning: Experience as The Source of Learning and Development. *Prentice Hall, Inc.*, (1984), 20–38. <https://doi.org/10.1016/B978-0-7506-7223-8.50017-4>