SOCIAL MEDIA IMPACT ON GENERATION Z LEARNING BEHAVIOR

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Abstract - This paper focuses on social media impacts on today Thai art and design undergraduate learner's behavior who are called Generation Z or Gen Z. These learning objectives and behavior in using social media, Social media types and devices used to access social media and how these learners use social media for learning art and design. Behavior observation and questionnaires was used to collect which was carried out with discussed in 2016 and 2018. The population were 45 freshmen in 2016 and 37 sophomores in 2018, who enrolled in the Innovative Media Design Program at Faculty of Architecture, Naresuan University, Phitsanulok, Thailand. All undergraduate learners nowadays are Gen Zers who born and fit in digital technologies. Even though, they are Gen Z but they are also a passive learner.The result found that Gen Z learners use their smart phone and spend more times. Their user behaviors benefit and give an insight to their lecturer who could facilitate learner by using social media as a learning and communication tools.

Keywords - Gen Z Learner, Learner Behavior, Social Media, Social Media Learning.

I. INTRODUCTION

Social media have long beenbonded with the early year of the Internet development since ARPANET, which came online in 1967. However, the term became known for people of all ages in the mid of 2000s (Boyd, DanahM.; Ellison, Nicole B. 2007). Social media technology flourishes and draws not only today young learners who grew up with digital technology, but also their previous generations who was formerly not familiar with these networking applications. The latter group has learned and adapted themselves later with digital technology. This is clearly that social media become a communication tools that are connected people together no matter of sexuality, ages, languages, distances or time difference. Social mediahas grown out of Web 2.0 terminology that users are consumer and producer of digital contents simultaneously through any digital devices such as PC, notebook, and smartphone. Basically, anyone can contribute information and their life perspective through social media. Moreover, what makes social media unique among Web 2.0 innovations is the web-based sharing. From initial observation and survey of learner's behavior who enrolled in Art and Design program at the Faculty of Architecture, Naresuan University, we found that 1) The freshmen lack of fundamental knowledge and skills in art and design because the admission system policy allows learner to have equally opportunity getting in higher education. The downturn is that this policy causes some of them to drop off and change their study to none art and design program. 2) They have not a learning motivation and a desire career goal. 3) They are passive learners and rarely get participate in class discussion. 4) They lack of critical thinking and integrated prior knowledge with a new one. 5) They lack of creative thinking, design solutions not fluency and flexible. Their design appearance always similar to what already on the Internet.

II. LITERATURE REVIEW

2.1 Social Media

Innovative social media learning is a potential tool that can foster closeness and good relationship between learner and their mentor (Duboff. 2007). Carr& Hayes (2015) stated a comprehend of social media description are rely on many interconnected technologies and even we understand present social media but it will not enough to clarify a future development.Poor (2013) stated that It proper use for learner-centered approach as follows: 1) Participation 2) Collaboration 3) Interactivity 4) Communication 5) Community-building 6) Sharing 7) Networking 8) Creativity 9) Distribution 10) Flexibility 11) Customization.

2.2 Generation Z Learner Behavior

Mohr (2017) stated that our current undergraduate learners are all Gen Z who are pros on open-minded, entrepreneurial, being excited but they are cons on not creative, optimistic and anxiety. Because of their learning landscape differs from previous generation, they tend to read from digital devices versus a traditional public material. Digital data and information on networking are linkable and breaking into pieces. And Youtube is a mainly source of self-instruction (Seemiller& Grace, 2016).

III. METHOD

3.1 Questionnaire

To get information on how Gen Z learner behavior in

using social media, the questionnaire is composed by six topics as follows:

1) Learner's general information as follows: sex, age,year, enrolled program, languages ability (Thai, English, and else)
2) Objective on using social media behavior as follows: using objective, using time period, how long per each time, how many hour usage per day, language communicationon social media
3) Types of social media usage details as follows: social media sits use, social media types use
4) Using devices to access social media, there are details as follows: source devices, access devices
5) Using social media for learning art and design, there are details as follows: using frequency, using propose, how to use, type of data using
6) Suggestion for additional information.

IV. RESULT AND DISCUSSION

4.1 Learner's General information

All learner enrolled in the Innovative Media Design program, Faculty of Architecture, Naresuan University. On average, they wereintermediate level in English skills. They can read general English contents but they have limitation when they want to create English contents on social media.

The result data on both surveysare the same pattern as shown in Table 1 and Table 2.However, several translate applications become available, the language barrier can be help out.

Table1: Learner's general information
(Obtained from the survey in 2016)

	N	Minimum	Maximum	Mean	Std. Deviation
SpeakingEnglish	45	1	3	1.29	.549
ReadingEnglish	45	1	3	1.40	.580
WritingEnglish	45	1	2	1.24	.435

Table2: Learner's general information
(Obtained from the survey in 2018)

	N	Minimum	Maximum	Mean	Std. Deviation
SpeakingEnglish	32	1	3	1.31	.535
ReadingEnglish	32	1	3	1.53	.621
WritingEnglish	32	1	3	1.28	.523

4.2 Objective and using social media behavior

People spend more times on social media. Learner tended to use social media more on entertainment purpose.

The sophomores in 2018 spend 5.31 hours a day, and the freshmen in 2016 spend less at 4.16 hours a day. Art and design learners in particular use social media at night more than during a day. These data are helpful to learners, lecturer can post supporting information materials at night. It will reach through learner better as showin Table 3 and Table 4.

Table 3: Using social media period
(Obtained from the survey in 2016)

Period	0.01-4.00	4.01-8.00	12.01-16.00	16.01-20.00	20.01-24.00
Mean	3.26	4.17	3.00	2.45	1.53
N	27	24	29	31	38
Std. Deviation	1.163	1.129	1.134	.995	1.133

Table 4: Using social media period
(Obtained from the survey in 2018)

	0.01-4.00	4.01-8.00	12.01-16.00	16.01-20.00	20.01-24.00
Mean	3.43	4.64	2.94	1.75	1.16
N	14	14	16	20	32
Std. Deviation	1.158	.633	1.124	.786	.448

4.3 Types of social media

Facebook, Youtube, Instagram, Facebook Messenger, and Line are the most popular on both surveys. Youtube is the most use following by social networking application and game.

Any of these social media sites have its strength, Youtube is suited to demonstrate performances that learners can view them anytime they want and Facebook is well managed to put learning materials such as slide presentation. Lecturer can create a Facebook group, the alert function will notify learner to download on their devices.

Table 5: Using social media type
(Obtained from the survey in 2016)

Social Media	Mean	Std. Deviation
Wiki	1.42	.499
SNA	1.38	.490
Blogs	1.69	.468
Social Tagging	1.87	.344
Microblogging	1.98	.149
Media Sharing	1.84	.367
Podcasts	1.96	.208
e-Portfolios	1.96	.208
Youtube	1.02	.149
Online Forums	1.76	.435
Skype	1.58	.499
Games	1.31	.468
Mashups	1.96	.208
Mobile Learning	1.93	.252
RSS Feeds	2.00	.000
Second Life	2.00	.000

Table 6: Using social media type
(Obtained from the survey in 2018)

Social Media	Mean	Std. Deviation
Wiki	1.69	.471
SNA	1.22	.420
Blogs	1.72	.457
Social Tagging	1.97	.177
Microblogging	2.00	.000
Media Sharing	1.94	.246
Podcasts	2.00	.000
e-Portfolios	2.00	.000
Youtube	1.09	.296
Online Forums	1.88	.336
Skype	1.88	.336
Games	1.22	.420
Mashups	1.97	.177
Mobile Learning	1.88	.336
RSS Feeds	2.00	.000
Second Life	2.00	.000

4.4 Social media accessibility

All learner own smartphone and use it to access social media more than other devices. Because of the Tablet size, learners are less favor it when comparing with other devices. Nowadays, people turn on their smart phones all day that means lecturer can send message to their learners any time after class.

Table 7: Devices accessibility
(Obtained from the survey in 2016)

	N	Minimum	Maximum	Mean	Std. Deviation
Smartphone	45	1	2	1.07	.252
Tablet	45	1	2	1.93	.252
Notebook	45	1	2	1.29	.458
PC	45	1	2	1.67	.477
Other Devices	45	2	2	2.00	.000

Table 8: Devices accessibility
(Obtained from the survey in 2018)

	N	Minimum	Maximum	Mean	Std. Deviation
Smartphone	32	1	2	1.06	.246
Tablet	32	1	2	1.91	.296
Notebook	32	1	2	1.25	.440
PC	32	1	2	1.59	.499
Other Devices	32	2	2	2.00	.000

4.5 Social media for art and design learning

Learner usually use social media for learning by data searching and finding inspiration resources. Art and Design history and theory, software manual, and samples are main reason forusing social media as a learning tool. Any activity can be done by using suitable social media site. Learner can google and shares links on social media. Hashtag is a helpful function that can gathered information and images under the same category by any group members. Learner can hashtag any post and anyone can view these information by typing the same hashtag name.

Table 9: Using social media for art and design learning
(Obtained from the survey in 2016)

	N	Mean	Std. Deviation
Data gathering	45	1.11	.318
Inspiration& Case study	45	1.04	.208
Additional Study	45	1.44	.503
Problem solving	45	1.47	.505
Networking	45	1.49	.506
Other searching	45	2.00	.000

Table10: Using social media for art and design learning
(Obtained from the survey in 2018)

	N	Mean	Std. Deviation
Data gathering	32	1.13	.336
Inspiration& Case study	32	1.06	.246
Additional Study	32	1.31	.471
Problem solving	32	1.62	.492
Networking	32	1.47	.507
Other searching	32	2.00	.000

CONCLUSIONS

Social media are dominantly technology in modern society thatstill further development to connect people more than half on earth and the numbers are adding up. At the same time, Gen Z art and design learners are coming soon to be the important skill workers in creative economy. On one hand, social media are part of the disruptive technology as they cause to fall down traditional main stream media such as television, printing magazine and radio broadcasting, on the other hand, Gen Z learner are fluently use social media to collaborate work-live balance These young learners, Gen Z are heavily connecting to people and their surrounding by using social media.

From the objectivestand points, these are the finding as follows:

1. Even though, Gen Z's mainly use social media for entertaining themselves but they also use them to learn. Lecturer can develop a new learning activity that use social media as a learning tool. Then it can facilitate learner more flexible and accessible as need.
2. Facebook, Youtube, Instagram, Facebook Messenger, and Line are the most use for Thai Gen Z. Lecturer can use Facebook for managing learning activity, create learning archive.

Moreover, Facebook can use Live for distance learning. Youtube is easy to learn because of its media composed moving images and sounds but it is limited on interactivity. Instagram is most use to post image archive and sharing clip video. Facebook Messenger and Line are mainly on individual and group conversations. However, Facebook Messenger got an advantage on connectivity because user can access from the app itself or inside Facebook.

3. Lecturer can collaborate learner working groups. Learner are capable to use social media in learning activities such as discuss with outside professionals, searching contents, and problem solving. These skills will support lifelong learning.

Rather than negatively attitude towards learner behavior by blocking them in using social media inside classroom, therefore, lecturer should generalize learner behavior and courage learner to discover possibility to acquire more knowledge. Social media and other information technologies such as the Internet of Things and Big Data are changing learner behavior. Consistency check on how social media impact to young generation is recommend for further study and constantly stimulation is advocate to a passive Learner.

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