

IMPACT OF INTERNET AND SOCIAL MEDIA ON LEARNING CULTURE IN MANAGEMENT SCHOOL

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Abstract: Today it is evident that internet and social media have affected our communication in all respect. In this article attempt has been made to explore the possibility of enhancing efficiency of instilling knowledge in the area of management education with more innovative utilization of technology based tools like internet and social media. While technology based tools are already in use but from their nature and potential, it is evident that, these can be applied at a larger perspective involving teachers and students irrespective of language and location. The objective is to arrive at recommendations towards collaborative learning emerging out of joint intellectual adventure by students and teachers creating an environment where the students would feel that the process of learning is tuned to their contemporary way of life. An exploratory approach involving telephonic interview has been taken to study and understand how the internet technology and social media have been utilized in various institutes. Feasibility of such application in the context of management education in India has been examined. Proposals based on the study are towards making the management education more interactive, practice oriented and at the same time cost effective.

Keywords: Social Media, Learning culture, OPEQ, Computer Mediated Communication, ELearning.

INTRODUCTION

It is known to us that, culture is the sum total of beliefs, values and customs. Learning and development are embedded in social and cultural activities. With increasing globalization and spread of internet it is possible for one culture to learn and adopt selected advantageous processes from other cultures. Such learning of a new culture is known as acculturation. This has become a common phenomenon in today's society. Academia also did not remain as an island of exception. Chalk and talk classes started getting projectors installed since the last decade for power point presentation. Students and a major portion of teachers embraced the new way of knowledge transfer. Convenience increased with spread of electronic mail and availability of group mail service when contents of the classroom easily moved from the teacher's computer to students' mailboxes. In 2009 WhatsApp was founded. After an initial phase of being an advantage for only Apple users, it was finally available to all smart phone owners. Not only students but people in different professions of the society started moving away from SMS using WhatsApp. Facebook, the most popular social media application had also found its place in smart phones by that time. Every student in business schools today has at least one smart phone. These business school students of today could lay their hands on computer keyboard from the time they had started learning at their primary or high

school. Now they are not only well connected to the world , they are updated with the global happenings with the help of Whats app and Facebook Messenger which are today internationally the top twomessaging applications. Their outlook towards computer mediated learning and communication is different from older members of the academia taking decisions about the teaching methodology. Objective of this paper is to focus on the impact of internet and social media on the learning culture in order to understand how the knowledge building has to happen in an information technology enabled way that is efficient, effective and acceptable to students and teachers.

The current study adds to the already existing research literaturein exploring and understanding internet based applications used in business schools. In the process these applicationsare placed as available opportunities for those business schools where students have not been exposed to such information technology based tools. The intent is to encourage implementation of proven good practices so that knowledge transfer becomes more efficient and deep rooted.

The rationale behind judging theimpact of social media and internet on learning culture in management school is that, the students of today are digital minded who got their expectation revised remaining immersed in social media and internet based communication system. They are likely to be more comfortable with computer based applications even while learning. It is therefore prudent to make use of internet, social media and related information technology based tools to make the system of imparting knowledge attractive for them. Not responding to the growth and use of internet and allowing the course to remain unchanged will perhaps not help. Students not finding the learning interesting enough is likely to make knowledge transfer difficult. Apart from learning factor, the impact has to be judged keeping in mind placement of students. Platform for connecting with professionals in social media is considered to be important today for placement and internship. Not being able to assess the impact may lead to staying off such useful network.

Literature Review

In order to go deeper into the given subject i.e. Impact of Internet and Social Media on Learning Culture in Management School, necessary review of literature of relevance was taken up. The activity covered books,journals and websites as below whose details have been furnished under references in this paper.

Schiffman, Kanuk&Kumar(2010) highlighted culture as sum total of learned beliefs, values and customs. They also explained the fact of learning of a new or foreign culture as acculturation. Learning culture of today’s Indian students is indeed an acculturation which involves internet and social media.

Hanna (2000) mentioned about reduction of barriers to higher education learning opportunities globally due to improved learning technologies. In this connection, it was also mentioned that, the universities were supposed to examine their product and processes. Though the book was published at the dawn of a new millennium, the author could foresee the need of academia. Under the title of “Next Generation of Faculty” need

was tabled for in-depth training for faculty members on using educational technologies so that students could be directed by them to the array of online resources. This was indeed the correct recommendation which should have been implemented long back.

It has come out in the paper by Negi (2011) more than a decade after the book was published, that two-thirds of teachers surveyed stated that they were not comfortable using technology, leaving tech-savvy students in a position to assist the teacher in technology based lesson plans. This was in line with the need of training for faculty members as expressed by Hanna (2000). The concern of both the authors should be understood by academic administrators of today in order to offer the business school students an information technology oriented learning system.

Johnstone (2007) said that, higher education must continue its effort to become significantly more open, connected, personal and participatory. It has been also mentioned by him that, openness is the basic need for enabling innovation and catalyzing improvements in the quality, accountability, affordability and accessibility of higher education. In the same book, an article by Ellen Wagner was found wherein the author was found to be hopeful about having a teaching system with communication and collaboration emerging out of adoption of mobile device. At the beginning of this paper the spread and consequently the impact of smart phone has been discussed. The matter about which the author was hopeful has become feasible today. Ubiquity of internet connected mobile phone is indeed an available resource for making the learning collaborative.

In the paper titled as “Impact of Information Technology on Learning, Teaching and Human Resource Management in Educational Sector” published in International Journal of Computer Science and Telecommunications, Negi (2011) discussed about change in student-teacher dynamics with the introduction of technology based class. He rightly designated the instructor in the class as a middleman between information and student, recognizing the fact the same person was the king of the classroom in the past. He referred to studies regarding psychology of learning wherein it is mentioned that, the use of audio-visuals in education which are available to the students through internet has several advantages. Author’s view on social media found to be positive in this book wherein he said that, Face-book can also lead to improved self-esteem. This needs to be absorbed by many teachers who are yet to consider social media as useful platform. Unless the teachers and academic administrators are convinced about the positive impact of information technology based tools on education system of business schools, their utilization for enhancement of academic efficiency and effectiveness will be difficult to achieve.

Haythornthwaite (2011) explained the major features of CMC (Computer Mediated Communication) of which Asynchronous (Anytime), Mobile (Anywhere), Connected (Anyone) and multimodal are more relevant to the context of this paper. Out of these Anytime, Anywhere & Anyone are commonly discussed but the Multimodal feature though not mentioned frequently is expected to have major impact in learning. It has been rightly mentioned that contemporary computing interfaces are multimodal in form i.e.

verbal, iconic and visual. Visual can be still or movie. Importance of multimodal feature needs to be understood while working on e-learning and also assessing the impact of social media and internet on education. It has been also rightly mentioned that greater computing power, broadband connectivity and new technologies combine to make proper use of the multimodal feature in e-learning. The author correctly compared and clarified that with such feature enriched e-learning engaging learners at a distance in real time can lead to contribution that cannot be expected from traditional learning. In this connection it may be mentioned that internet has opened the opportunity for students today to adopt e-learning as supplement as well as substitute of traditional classroom lectures. The e-learning website <https://www.khanacademy.org/> is a globally available resource. Their service is available in more than thirty-six languages and is availed by millions of users across the world. This may be considered as an indicator of students' preference. In this situation, delivering monologue lectures in the classes in the traditional way may prompt the students to lean towards e-learning as a preferred substitute.

Methodology

Research Objective:

The objective is to ascertain the impact of internet and social media on learning culture in management school followed by recommendation that can be implemented to arrive at a learning system which is up to date according to available information and communication technology and as far as possible in line with prevailing good practices adopted by institutes of repute. Such system is expected to be efficient, effective and in sync with the students' contemporary outlook.

The approach for achieving the objective was twofold. Firstly, attempts have been made to understand deployment of IT (information technology) tools in imparting knowledge at the elite business schools which can be considered as benchmark in this regard. Secondary data have been used for selection of business schools. Forbes Ranking of business schools being an authentic source, data published by Forbes USA every year. Forbes Ranking 2015 has been referred for selection of the business schools. In addition to the business schools in USA, two of the top ranking Indian business schools have been also included in the list which is finally as below-

B-School	Forbes Ranking	Computer Based Activity *	Web Based
Stanford	#1	Internet -Based Product Concept Testing	YES
Harvard	#2	Pricing Simulation	YES
Northwestern Kellogg	#3	Pro Sight : New Millennium Financial Technology Portfolio Management	
Wharton	#7	OPEQ : Negotiation Simulation	YES
MIT Sloan	#9	Salt Seller : A Commodity Pricing Simulation Fishbanks : A renewable Resource Management Simulation	YES
Carnegie Mellon Tepper	#19	Management Game	
IIM, Ahmedabad	NA	Financing Trading Simulator	YES
ISB, Hyderabad	NA	Virtual Negotiation	YES

* Information obtained from the respective websites of the institutes. NA: Not Applicable

Information regarding IT implementation on learning system, at these institutes was received from the websites of respective business schools. Furthermore, details of the organization developing simulation (or similar) web based educational application for these institutes were also obtained from these websites. According to the information thus available, computer based management game and simulation are used to make the students learn how to translate concepts covered in class room to real world situation. Carnegie Mellon University claims that they are the pioneer in this area. Of course now web based simulation programs are found to be in use in the business schools that we have selected.

OPEQ, The Negotiation Simulation tool used at Wharton, is available through Harvard Business Publishing website. In this connection it may be mentioned that, Harvard Business Publishing released mobile apps for the students with which they can work on course related material on their Apple or Android based Mobile devices.

Forio is another organization engaged in creating software that enables simulation, data exploration and predictive analytics as declared in their website. They have claimed that, over 60% of all MBAs worldwide would use at least one Forio simulation before they graduate. They have a computational platform called Forio Epicenter for hosting server-side models, creating interactive web and mobile applications. According to them, they have partnered with institutes including Harvard Business Publishing, Wharton, University of Virginia, Stanford Graduate School of Business, MIT Sloan School of Management, University of Michigan, and Kellogg to create an extensive library of simulations. These can be considered as positive impact of internet on management education.

Apart from the study of IT implementation in business schools as above, on the other side, attempt was also made to assess the impact of internet and social media on the students. A telephonic interview of post graduate students and teachers was done. For this purpose, a questionnaire comprising of 20-item questions was designed. Likert scale was used to capture the feedback of respondents.

Validity of the questionnaire was established by expert on the field. (Questionnaire has been attached in the annexure).

The respondents were primarily post graduate students. Questions were also addressed to teachers though the workable response was received mostly from the students. It is a non-probabilistic convenience sampling with a sample size of 32. (Number of students = 30 & Number of teachers = 2). Questions were framed to identify the influence and thereby the impact of internet and social media on the students. This has been judged to start with, from the level of involvement of the students with internet and also the medium through which internet is accessible to them i.e. their smart phone. Apart from smart phone and internet, impact was also assessed from their views towards traditional way of teaching in today's environment in comparison with computer aided learning. The questionnaire also attempted to explore involvement of the students with social media other than Facebook. For this purpose, question on Piazza, a web based application available for academic

interaction among students as well as between teacher and student was included. Questions were also placed for understanding the outlook of students towards LinkedIn, another web based application with multiple advantages. LinkedIn has been chosen more because of the fact that, this paper addresses impact on internet and social media on the learning culture in business school. It is known to us that, for the business school students networking with community of interest is highly important. LinkedIn as a social media offers this facility. This is required not only for internship and placement. Rather being in this network may be considered as the stepping stone of getting into interaction needed for placement. It has been found in the interview invitation of Silicon Valley corporates that the candidate was informed beforehand about interviewers' panel with an advice to check their profile and area of expertise in LinkedIn. The interviewee in his turn, could use the information obtained from LinkedIn for breaking the ice. This being a web based application of more than 400 Million networked professional, may be considered as a high probability zone to be in touch with the alumni who are well placed.

RESULTS AND DISCUSSIONS

Regarding the information collected about management schools it is clear that internet is not used just for computer mediated communication. Simulation apps i.e. applications have been used to give the students a feel of corporate world with its challenges which they have to deal with in a collaborative manner. Though it is virtual world but discussions and board reporting are real indeed. We find in the website of Carnegie Melon University that, students in the management game are to report to their boss which would be a group of external professionals serving as board of directors. The students are scheduled to present before the board thrice in a semester. In the table of business schools used in this paper earlier, it has been shown that, there are different types of internet based simulation to train the students and make them ready for corporates. This exercise is likely to generate a sense of collaboration instilling requisite confidence. Therefore, it may be regarded as a strong positive impact of internet in education. Such impact should be replicated as good practice in the institutes where the students are yet to experience simulation. Academia can of course transfer knowledge as per curriculum but making the knowledgeable students confident about facing the corporate requirement has been always a challenge for the institutes. The challenge will be severe if the modus operandi of the institute is too traditional. Implementation of computer aided simulation is perhaps a solution to meet the challenge. Needless to say trained teachers with mindset to adopt with new process is an essential prerequisite for implementation of web based simulation in management school.

Training for the teachers is needed not only for simulation, but for the overall understanding and appreciation of the capability of information technology backed services including computer mediated communication, web based applications and social media. This is because at the system of imparting knowledge has been dynamic. There is no option available to remain effective without embracing new technology keeping the eyes closed towards writings on the wall. Internet and social media are such contemporary writings on the wall. But this is not the end of such trigger. One not responding to such pulses may miss this as well as the next bus. Today business schools are facing a situational demand for e-learning. Off campus classes connected with two

ways audio-video involving active interaction is not away from us anymore. Demand for such classes are increasing. IIM, Calcutta is offering Executive Program in Human Resource Management where the classes are taking place at connected site outside the campus. There the teachers are trained to teach in such classes connected through computer mediated communication. This is an example of how trained teachers can play an important role in implementing contemporary technology based tools to make its impact benefit the students in a positive way.

Regarding the responses received from telephonic interview, first impression is that the students are strongly influenced by the prevailing computer mediated communication internet and social media. This will be clear from the summary of responses given below. Serial numbers correspond to the question numbers in the questionnaire.

1. All students strongly agree about storing routine in mobile phone.
2. All students strongly agree that taking photo of the board in the class is convenient.
3. 93% students are in favor of submission of soft copy of assignment
4. All students Strongly disagree or disagree with the fact that chalk and talk should be preferred method. 77% students strongly disagree.
5. All students prefer to attend classes which are not just chalk and talk type.
6. All students feel that group work followed by presentation is effective.
7. All students prefer to receive email of class lecture after the class.
8. Piazza was not found to be known to most of students. However, on being enrolled, they would like to go for it.
9. All students prefer Whats App
10. All students prefer Whats App group for any group level interaction.
11. 97% students prefer to use E-Learning whenever any clarification is needed.
12. 67% students prefer to go for E-learning if they miss the class.
13. 87% students feel that E-learning is better than a pure chalk and talk class.
14. All students feel that students should develop networking skill.
15. All students feel that social media is useful for social networking.
16. 97% students feel that Linked in is useful for networking.
17. 90% students feel that endorsement received through LinkedIn is encouraging.
18. After explaining regarding Simulation all students feel that it is an effective learning tool.
19. All students feel that web based simulation should be included in their curriculum.
20. Regarding e-payment of fees 60% students feel that it should be there.

There were two teachers among respondents who are found to be believer of traditional way of teaching with chalk and talk. They were not found to be much inclined towards soft copy assignment and Whats app. Their view regarding e-learning and simulation are "Neither agree nor disagree". They may be good teachers for teaching in traditional way but perhaps their thought process is not in sync with the contemporary way of working. Institutional administrator has to be careful while allocating such resources.

From the above responses we find that the students are well impacted with the prevailing trend of internet and social media. They prefer to write less and use the keypad more. That's why they prefer to store routine in the phone, capture writings of the board using the camera and submit assignment through e-mail. Some of them also mentioned as remark that this helps them in sending the captured information to others using e-mail or Whats App.

Computer Mediated Communication has become their way of life. They are not too keen to attend classes conducted purely in Chalk and talk mode. They rather prefer to see computer mediated contents in the class that can be mailed to them. These contents can be stored or sent as required. Their preference is group work followed by presentation. During telephonic interview, on explaining Piazza as a web based platform where students can learn from students also, most of the students expressed interest to go for it. As expected Whats App was found to be preferred mode of communication for all for both one to one and group level usage.

Regarding E-Learning the students were found to be very positive. They use it whenever they need whether it is for additional clarification or in place of a class that could not attend. From the preference of the students for an E-learning session in comparison with pure chalk and talk class, we get their mindset which is pro computer mediated communication. These preferences of the students should be taken into consideration by the academic administrators while allocating resources.

Today's students prefer networking and as because social media brings in networking, they by and large prefer to be present in social media. LinkedIn is known to almost all students, but all of them are not aware of its potential. The students who are already using this social media regularly consider the site to be extremely useful. Social media is known for its quick spreading nature. Perhaps with further penetration of internet and smart phone, every student in business school would prefer LinkedIn for such useful professional networking. Since the employers and consultants are using the same social media, students should be encouraged by the teachers to pay attention to such social media to encash the impact. Moreover, this is a social media that will keep them connected to their alumni which has got multiple advantages. On the academic knowledge side, there are active groups like Harvard Business Review which are worth joining for getting useful information and reading scholarly articles.

Facebook is a commonly used social media. This can be also better utilized. An event can be created which can be an educational event and further activities will follow. Major Institutes, universities are present in Facebook. As they are liked news feed will be available from them regarding academic event like seminar, contest etc. Participation in such programmes on regular basis and at times recognition in social media itself for meaningful participation has positive motivating impact on the students.

Conclusion

Opportunity to apply the knowledge acquired in the management school to test its effectiveness and get the confidence is a challenge for the students. Implementation of

web based simulation and reporting to a board of expert at regular interval is a proven time tested process for the same. It is strongly recommended for implementation. Teachers of the business schools should be trained to use and adopt the new process without any prejudice. The students of today are already impacted by internet and social media. They are to be guided at times to get the best professional advantage out of these social media platforms. From our study of B-school students of today, we find that, they are physically and mentally at their best while the learning process is computer aided. With such a demand side, efficiency of knowledge transfer can be expected to be better if the business school authority on supply side is ready with contemporary technology based systems and of course with trained teachers having the mindset to embrace the new way of working. This is needed for the interest of students' community, teachers and the business school authorities. Computer aided education system run by trained resources are destined to create an environment conducive of learning enhancing reputation of the business school and of course the teachers as well. Academia industry gap will be diminishing. Employers' endorsements will be a matter of pride for the business school. Finally, the success of the students in their respective place of work will make it complete.

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