

Fostering Mental Health Awareness through Social Media: Reflective Exploration of an Innovative Assessment

Nada Eltaiba, Mina Ghanem, Sara Alhussien

Social Work Department, German Jordanian University, Amman, Jordan

Received: July 3, 2024 ▪ Reviewed: July 27, 2024

▪ Accepted: August 13, 2024 ▪ Published: August 30, 2024

Abstract:

This study explores the innovative use of social media platforms to promote mental health awareness among the German Jordanian University students. The objective is to equip students with practical skills to optimize social media to foster understanding and empathy toward mental health issues. The study was carried out through the implementation of a final assessment task that required students to partner up in groups and create short videos (reels/shorts) for social media with the purpose of raising the awareness of the university community about mental health disorders they had spent the semester learning about. The study adopted a qualitative approach, involving reflective examinations of the learning and teaching experiences of 20 Master social work students enrolled in a mental health class. The study found that integrating social media into class assessments enhanced students' practical skills and effectively promoted mental health awareness. Both students and instructors observed significant collaborative benefits in creating the videos. The findings also highlight the urgent need to integrate media and technology training into the courses. This paper provides key recommendations for the effective implementation of innovative class assessment tasks. Some highlight the importance of integrating social media platforms into promoting mental health awareness in the context of social work, enhancing collaboration among students when working on projects, and building skills in digital tools and social media among students and instructors in higher education. This study introduces a practical assessment design that integrates technology to address contemporary challenges and current trends worldwide, preparing students for future professional and personal settings in which digital tools are fundamental to professional practice. This approach contributes to building knowledge and bridges the gap between theory and practice.

Keywords: higher education, social media, technology, community, collaboration.

通过社交媒体培养心理健康意识：创新评估的反思性探索

摘要：

本研究探讨了如何创新性地使用社交媒体平台来提高德国约旦大学学生的心理健康意识。研究目的是让学生掌握实用技能，以优化社交媒体，培养对心理健康问题的理解和同理心。这项研究通过实施一项期末评

估任务进行，该任务要求学生分组合作，为社交媒体制作短视频（短片），目的是提高大学社区对他们花了一个学期学习的心理健康障碍的认识。这项研究采用了定性方法，对20名参加心理健康课程的社会工作硕士生的学习和教学经历进行了反思性检查。研究发现，将社交媒体融入课堂评估可以提高学生的实践技能，并有效提高心理健康意识。学生和教师在制作视频时都观察到了显著的协作效益。研究结果还强调了将媒体和技术培训融入课程的迫切需要。本文为有效实施创新课堂评估任务提供了重要建议。一些人强调，在社会工作背景下，将社交媒体平台融入到促进心理健康意识、加强学生在项目工作中的协作以及培养高等教育学生和教师使用数字工具和社交媒体的技能中非常重要。本研究介绍了一种实用的评估设计，该设计整合了技术以应对当代挑战和全球当前趋势，为学生未来的专业和个人环境做好准备，在这些环境中，数字工具是专业实践的基础。这种方法有助于建立知识并弥合理论与实践之间的差距。

关键词：高等教育、社交媒体、技术、社区、协作。

1. Introduction

The concept of social media in practice, also known as the Web 2.0 of social networking (Ventola, 2014; Von Muhlen & Ohno-Machado, 2012), becomes the focus of practitioners and constantly evolves as an online tool that facilitates better communication of information, messages, ideas, and content (Raut & Patil, 2016). Social media allows people to connect and impact the political, social, and educational aspects of human lives. It is becoming part of the daily activities of communities (Moghavvemi et al., 2018; Chawinga, 2017; Raut & Patil, 2016).

Integrating social media into teaching and learning is gaining popularity among educators around the world. Using social media in teaching allows students to develop effective skills that can be implemented in real-life situations (Akçayır, 2017; Manca & Ranieri, 2016). Educators in higher education incorporate technology to enhance active learning and critical thinking, develop skills, and link theory to practice (Romeu Fontanillas et al., 2016; Olcott et al., 2015; Tess, 2013). Despite increased interest in the field of educational technology, the domain is still frequently approached immaturely (Bali & Caines, 2018). A review of the existing literature revealed a significant gap in evaluative research on digital technology use in higher education. This study aims to address this gap by integrating social media as a tool for promoting mental health awareness, thereby contributing valuable insights to the field of educational technology and enhancing teaching practices. The research object was chosen based on its potential to bridge this gap and its relevance to current technological trends and societal needs.

The concept for this task originated during a casual coffee session in which the team brainstormed innovative ideas to encourage students to share their technical expertise with university peers. Recognizing the influence of technology and social media on our lives (Boholano, 2017; Brady et al., 2015), the discussion led by an instructor, a specialist in the field of teaching mental health, highlighted the prevalent lack of awareness surrounding common mental health disorders. One team member, emphasizing the

extensive reach of social media platforms, proposed that utilizing these channels could not only raise awareness among university students but also extend its impact to the wider community (Ansari & Khan, 2020; Gao et al., 2020). The third team member played a role in shaping the task by suggesting a group-oriented approach, emphasizing collaboration for more impactful results (Galvis & Carvajal, 2022; Eltaiba, 2020). The research was initiated based on the consent obtained from the course participants, the accessibility of data for collection, and the objective to improve the pedagogical process.

As a team, we initiated the planning process by evaluating existing short reels and videos (Sakkir et al., 2020). We drew inspiration from the formats of existing educational content on the internet to provide thorough instructions for students. We then expanded on the standards considered in the assessment, explaining how these criteria were carefully chosen to guarantee the overall success of the students' videos. Additionally, we discussed the approach adopted to foresee potential obstacles that students might encounter during the video production process (Anderson, 2019).

The team acknowledged the substantial influence of social media platforms and emphasized the potential reach and impact that the video content could achieve through these channels, thereby increasing awareness among university students and making a significant contribution to altering perceptions and mitigating the stigma associated with mental health in the broader community.

One of the emerging areas that require educators' attention is the use of social media in practice. Using social media in practice has become popular among social workers. The number of individuals and communities that access social media has been increasing over the years (Goldingay & Boddy, 2017). This is due to the benefits that social media offers in reaching many clients and communities to disseminate information and promote awareness regarding psychological and social problems (Brady et al., 2015). Using social media to promote mental health has proven effective for clients and communities. Social media is

considered a vital source of practice in health professionals' communities (Kelly et al., 2018; Smailhodzic et al., 2016). Social media can facilitate the promotion of mental health knowledge, increase awareness, and reduce the stigma associated with mental health problems. The dissemination of educational content on digital platforms can facilitate individuals' understanding of mental disorders, available resources, coping strategies, and potential interventions.

Social work programs equip students with the knowledge and skills essential to address complex social issues and social justice (Eltaiba, 2020; Thompson, 2020). During their studies, students are provided with opportunities to learn about advocacy strategies and ways to promote the well-being of individuals, families, and communities. Social work students are encouraged to develop practical skills and innovative tools to enhance effective social work practices (Anastas, 2022).

This study examined the efficacy of incorporating social media into the final assessment of the mental health course and analyzed students' reflective responses to this pedagogical approach.

2. Methodology

This study is qualitative and involves reflective examinations of learning and teaching experiences. This reflective methodology can provide valuable insights into phenomena and decision-making processes relevant to teaching (Denzin & Lincoln, 2018).

2.1. Context

The project was conducted with social work students who were enrolled in a mental health class at the German Jordanian University. The content of the course was informed by trauma-informed practice (Bland et al., 2021) and emphasized diversity and culture (Fook, 2022). All students registered in the mental health class were selected to participate in the study. The decision to include the entire class was made to increase the sample size and due to the manageable number of students. The objective aim of reflective examinations of learning and teaching experiences required the inclusion of all students. The 20 students were from diverse backgrounds, mainly from Jordan, along with exchange students from Germany. The students were in their 20s and 30s.

The module provides broad theoretical and practical knowledge on issues relevant to mental health for individuals, families, and communities from refugee backgrounds. The students had the opportunity to learn about assessment, intervention, diversity, trauma, and values related to mental health practice (Parker, 2020). The course explores the causes of mental health problems, help-seeking approaches, and cultural and ethical elements relevant to mental health in the field of social work (Bland et al., 2021; Golightley & Goemans,

2020).

Some of the aims of the course were to critically analyze the mental health theoretical framework and to develop an understanding of the diagnostics and interventions relevant to mental health problems in refugees. The students were given the opportunity to critique the role of culture in refugee mental health and create a plan to respond to mental health problems (Bland et al., 2021; Olcott et al., 2015).

The main subjects of the trauma-informed practice introduced in the class were depression, anxiety, schizophrenia, mood disorders, eating disorders, post-traumatic stress disorder, and borderline personality disorders.

When designing the assessment, the team considered the aim of the course and assignment, the description of the technical use of social media, the formation of the groups, and the implementation of the created videos.

The social constructivism framework informs the study, which highlights the importance of collaboration and active learning. Within the framework, students are encouraged to participate in activities that stimulate exploration and inquiry (Goldingay & Boddy, 2017). Knowledge is generated through human cognitive processes via learning, which constitutes an active social progression. Learning occurs through active engagement in social interaction (Romeu Fontanillas et al., 2016). The role of an educator is to generate dynamic contexts to facilitate learning processes and reflective experiences (Galvis & Carvajal, 2022; Bali & Caines, 2018). Students are provided with opportunities to develop leadership skills, explore problems, exchange knowledge, and plan projects (Leonard, 2002).

2.2. Ethical Considerations

The research was approved by the university, and the students provided informed consent for the utilization of their reflections on the assignment. The names were anonymized.

2.3. Assessment

The assessment was described to the students as follows:

The objective of this group task is to raise awareness of a specific mental health disorder through the creation of engaging and informative reels for social media platforms. By using social media as a medium, the task reaches a wider audience and promotes understanding and empathy toward mental health issues.

Targeted audience for the videos made by students: youth and university community.

- Each group is required create three Instagram reels or YouTube shorts.

- Filming requirements:

- The reels should be captured in a vertical orientation, utilizing white or natural illumination, and from a perpendicular perspective.

- The reel quality should be at least 720p.
- No zoom-ins are allowed.
- No laptop cameras are permitted.
- Ensure clear articulation, utilizing noise cancellation technology or a microphone, if available.
- Each reel should include Arabic and English subtitles.
- Use graphics in the videos.
- Avoid reading while filming and have the script memorized in advance.
- Do not use filters.
- 1 of the 3 reels can be in English.
- The last scene of each reel should show the students' names who contributed to the work.
- Consent: Each student is required to sign a consent form to become involved in such a project.
- Tracking criteria: To monitor the individual contributions of students in such a project, participants are required to create and share a Google document in which they are expected to consistently update their progress according to a predetermined task schedule.
- After finishing their group work, students are required to write a reflection paper on their experience using the following formatting:
 - Times New Roman 12
 - 1.5 spacing.
 - Maximum one page

Students were divided into groups of 3 or 4, and the subjects assigned to the groups were depression, anxiety, schizophrenia, mood disorders, eating disorders, and post-traumatic stress disorder.

The students were provided with a rubric, which was explained by the instructor. The evaluation criteria for this task included three key dimensions:

First, the assessment considered collaboration, emphasizing that groups with shared topics demonstrated harmony to avoid duplicating information (Galvis & Carvajal, 2022). Instead, these groups collaborated effectively, ensuring that each video complemented the others, presenting a cohesive narrative on the given mental health issue.

Second, the content of the videos was evaluated for scientific accuracy, utility, and accessibility. The evaluation focused on the effectiveness of the videos in delivering key messages, ensuring that the content was both informative and comprehensible, contributing to the goal of raising awareness.

Lastly, the quality dimension assessed the technical aspects of video production, encompassing the details of filming, technological proficiency, and other relevant elements to ensure clarity of the final output.

2.4. Analysis

The researchers used thematic analysis for students' reflections on the assignment. The reflections were coded and organized into themes. The researchers met several times to reflect on the successes and challenges

that emerged from the assessment. The written reflections were also coded and thematized.

3. Results and Discussion

Three main themes were identified by the researchers: students' impressions, team observations, and challenges.

3.1. Students' Impressions

Students collaborated to complete the assessment, prepare the content, and record the YouTube shorts (Romeu Fontanillas et al., 2016). There were a variety of ways the content was delivered, and most of the students endeavored to follow the instructions (Ansari & Khan, 2020; Moghavvemi et al., 2018).

Students stated in their reflections that the assessment helped them build skills, obtain knowledge, and connect with their peers (Sakkir et al., 2020).

A student commented,

"The assignment allowed me to explore my leadership skills, teaching me how to proactively take initiative and effectively solve problems."

Another student said,

"The assessment provided a great experience that enhanced collaborative skills and appreciation for diverse perspectives."

Although most students found the assignment beneficial, some students found the technical skills complicated (Olayiwola, 2023; Zeng et al., 2012). A student commented,

"When I reflect on my experience in filming and editing videos for the mental health course, I find the experience challenging. There were moments of feeling overwhelmed due to my lack of familiarity with video editing and tools."

Subsequently, she affirmed her recognition of the significance of acquiring knowledge regarding the utilization of social media and digital tools,

"I recognize the weight and relevance of media in the domain of social work. The media is a vital instrument for raising awareness, advocating for social causes, and connecting with diverse populations."

One student commented that there were some challenges in working within the group. The initial allocation of tasks among the members encountered difficulties; however, subsequent discussions facilitated the achievement of a consensus:

"I was not very happy with the selection of the group for the content of the recording. I found that one student tried to impose her views on how we should record videos. It wasn't a pleasant experience."

The student then added,

"One team member played a good role in compromising and solving the problem. She had good digital skills, and we followed her lead. We were a good team after all."

Students reported that throughout the assignment,

they acquired skills in various domains, including mental health promotion, advocacy, and intra-team collaboration. Additionally, they developed knowledge regarding the application of social media in social work practice. They learned practical skills that will benefit them in the future (Ansari & Khan, 2020).

A student said,

“I actively explored resources to improve my digital skills. Furthermore, I asked for guidance from peers and relatives who have advanced digital skills.”

Highlighting the rapid digital evolution, a student reflected on the recent merging of the roles of media in the humanitarian field and social work. Recognizing the power of media as a tool for advocacy, raising awareness, and connecting with diverse populations, the student embarked on a proactive learning journey. Seeking resources, tutorials, and guidance from experienced individuals, the student demonstrated resilience and adaptability in embracing digital learning.

A student commented,

“Using digital media during the assignment was frustrating. I then acknowledged that the use of social media and technology is a powerful tool in my future social worker role. It is a great medium for reaching communities. The instrument allows us to engage others through storytelling.”

A couple of students expressed their discomfort with appearing on camera and indicated a preference for contributing to content development rather than being featured in the video.

A student commented,

“I am a shy person and found the task of talking in front of a camera intimidating. I tried several times before I succeeded. If I need to use social media in my work in the future, I will need to practice.”

Another student said,

“Creating a video made me anxious. I did it, but it was not easy, and I did not like it because I am an introverted person.”

Students attested that engaging in the assignment proved instrumental in enhancing their leadership skills, fostering initiative, developing problem-solving abilities, and connecting with their peers. Despite its complexity, the experience of filming and editing videos for a mental health course was transformative. Initially daunted by technical intricacies, they confronted the challenge head-on, recognizing the significance of media literacy for social workers in today’s digital landscape (Olcott et al., 2015). By embracing the learning curve, they sought resources, tutorials, and guidance from experienced individuals. Overcoming their initial frustrations, the participants realized the potential of video editing as a powerful tool for communication and outreach in the realm of social work. The collaborative endeavor with their colleagues enhanced their comprehension of mental health, prompting them to conduct comprehensive research and

develop a substantive real-world representation to augment awareness and understanding (Price & Kirkwood, 2014). Despite the obstacles, the assignment ultimately expanded the participants’ skill set, patience, and perseverance, presenting an opportunity for growth in advocating for social causes.

3.2. Team Impressions

The team assessed the experience to be successful and found that the students were able to link theory to practice (Berdida et al., 2023; Olayiwola, 2023). The team acknowledges and appreciates students’ efforts to deliver scientifically sound information and demonstrate a clear understanding of the topic’s significance. There were some differences in the quality of the recordings, which indicated various levels of digital skills. Some reels presented innovative ideas and rich content.

One of the team members commented on the positive aspects of the student’s work despite lacking previous knowledge of digital skills:

“It is great that the students completed the task despite that for some, this is a new experience.”

Another team member praised the creativity demonstrated by some work students presented. She conveyed,

“The majority of the groups did well in communicating information about the disorder and coping with it. The content in most videos was accurate and succinct. I like that some groups used humor in their presentations. It looks like they had fun recording the videos.”

One of the team members stated,

“I am happy to see that some groups did their best to come up with innovative ideas for producing reels. Each group devised a creative approach to reel construction.”

One team member shared an insight into the productive ways in which local and international students collaborated to produce the reels. Students collaborated and worked efficiently and creatively:

“It is great to see students from different backgrounds working well together. The integration of varied prior experiences appears to enhance collective learning.”

One team member observed a need to educate students about ethical considerations related to the uses of technology such as artificial intelligence and social media systems (Olcott et al., 2015). Students in some reels used for example resources which did not mention in their reflections”

“I noticed that a couple of the groups used artificial intelligence. It is good, but they should include a reference to it.”

One of the team members summarized,

“I can see that our team is convinced that this experience has added value to the student’s learning journey.”

3.3. Opportunities and Challenges in Using Technology

However, the team observed some challenges related to the use of technology among students (Cecilio-Fernandes et al., 2020; Zeng et al., 2012). There was a notable set of encounters that emerged, revealing a gap in the participants' technological proficiency. Some students do not have sufficient digital or communication skills.

One of the team members stated,

"Despite receiving clear instructions, students encountered difficulties in navigating various aspects of video production. Instances of inappropriate use of effects, filters, and background music, sometimes drowning out the primary message, reflected a lack of familiarity with technological tools. Moreover, the incorporation of subtitles in both Arabic and English proved challenging for some groups, highlighting the need for improved digital literacy."

Another team member reflected on some gaps related to communication skills:

"An important dimension of the challenge lay in the presentation skills exhibited by the students. Many resorted to reading directly from scripts, diminishing the impact and authenticity of their messages. Hesitations and lack of fluency demonstrated an inadequacy in preparing students for effective communication of complex mental health issues."

The team summarized their experience with the assessment as positive. Some lessons need to be learned in future assignments.

Despite facing various challenges in using technological tools and demonstrating presentation skills, students' attempts highlighted the potential for improvement through training initiatives on various related topics. The lack of certain skills in public speaking was evident, prompting consideration for extensive and specialized training in areas such as presentation skills and effective use of social media platforms.

One of the group members reflected on what needs to be done in future teaching to incorporate digital skills:

"Nevertheless, this experience motivates our team to consider ways to enhance youth engagement and participation in addressing mental health topics."

4. Conclusion

In conclusion, one can deduce several reflections from this experiment, which can be categorized two-fold into intersecting themes. The first is based on the outcomes of the mental health course, and the second is based on technical skills and media literacy.

Although the final assignment was considered a challenge by most students, it was found useful. The final assessment was determined to be an effective

method for evaluating students' knowledge acquisition following the course, assessing their research competencies, comprehension of selected topics, and identifying gaps in the learning process (Brady et al., 2015). The assessment design allowed for practical application and critical evaluation, contributing to the field by providing a model for integrating digital tools into social work education. This approach encourages continuous improvement and adaptation in course design. Despite the relatively young age of students participating in the assignment, who belong to a generation that has grown up with technology, technological advancements are occurring at a pace that exceeds even this generation's ability to adapt. This assessment highlighted the urgent need for us to work on integrating media and technology training into our courses so that we can graduate students who can adapt to the rapid advancement in media and AI tools (Goldingay & Boddy, 2017). Some recommendations suggest that academics in higher education communities should promote ethical conduct when using digital tools (Olcott et al., 2015). This recommendation aligns with the study's broader objective of preparing students for the rapidly evolving digital landscape. The assessment delineated in this paper represents a preliminary endeavor to establish a correlation between the utilization of social media and its efficacy in raising awareness regarding pertinent topics within the field of social work. It can also serve as an example that, despite challenges, it is not impossible for students who are not formally trained in media tools to produce videos that meet certain acceptability criteria.

The study recommends conducting more campaign projects relevant to mental health to be led by students. Enhanced collaborative efforts among educators, mental health professionals, and technology experts are necessary to develop effective and secure platforms for assessment tasks. Future research can focus on the long-term impact of such initiatives on student engagement and learning outcomes in addition to exploring the scalability of this approach across different educational settings.

This study's findings contribute to the academic literature by providing empirical evidence on the benefits and challenges of integrating technology in social work education and by offering a framework for future research to build upon. This assignment not only exposed areas for improvement but also demonstrated students' resilience in overcoming challenges. This provides a foundation for future initiatives emphasizing the importance of media literacy for social workers and the need for continuous skill development to address the evolving demands of today's digital life. This experience contributes meaningfully to the ongoing discourse on integrating technology into social work education.

5. Limitations and Further Study

Some implications for future practice were identified.

1. It is imperative to incorporate assessments that utilize technological and media tools for raising awareness of diverse topics within the social work discipline into a greater number of courses in the Master's Program in Social Work at the German Jordanian University. The integration of media tools can be further studied in future research on the topic (Olayiwola, 2023; Goldingay & Boddy, 2017; Romeu Fontanillas et al., 2016).

2. It is essential to consider specific types of training that can enhance students' proficiency in using media tools for social work or research. Additionally, exploring the dynamic relationship between communities and social media platforms can provide valuable insights into the potential impact and explain the complexities of communities' perceptions of sensitive topics like mental health (Kelly et al., 2018).

3. The provision of digital literacy and competencies to educators is a critical component in the delivery of instruction within higher education and social work contexts (Voogt & McKenney, 2017). This should have a positive impact on teaching and learning.

4. An instructor in higher education may require assistance from colleagues within their institution, but they should also seek external support when necessary (Bali & Caines, 2018).

5. Collaboration within a team is a valuable experience and should be encouraged in different programs.

6. Exploring the complex relationships between online indicators, such as engagement and sentiment analysis, is essential. By analyzing the dynamics between social media indicators and societal beliefs, these studies offer direct insights into the evolving landscape of digital communication and its profound societal implications.

Acknowledgments

The authors express their gratitude to the team spirit and social work students at German Jordanian University for their collaboration and valuable community work.

Authors' Contributions

Author 1 wrote the main manuscript, Authors 2 and 3 wrote the technical part and participated in the reflection on the assignment. Author 1 worked on the literature review and reference list. The authors collaboratively edited the manuscript.

References

- [1] AKÇAYIR, G. (2017). Why do faculty members use or not use social networking sites for education? *Computers in human behavior*, 71, 378-385. <https://doi.org/10.1016/j.chb.2017.02.028>
- [2] ANASTAS, J. (2022). *Teaching in social work: An educator's guide to theory and practice*. Chichester, New York: Columbia University Press. <https://doi.org/10.7312/anas19308>
- [3] ANDERSON, T. (2019). Challenges and opportunities for use of social media in higher education. *Journal of learning for development*, 6(1), 6-19. <https://doi.org/10.56059/jl4d.v6i1.327>
- [4] ANSARI, J.A.N., & KHAN, N.A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7, 9. <https://doi.org/10.1186/s40561-020-00118-7>
- [5] BALI, M., & CAINES, A. (2018). A call for promoting ownership, equity, and agency in faculty development via connected learning. *International Journal of Educational Technology in Higher Education*, 15, 46. <https://doi.org/10.1186/s41239-018-0128-8>
- [6] BERDIDA, D.J.E., ELERO, F.S.L., DONATO, M.F.T., DUNGO, M.K.S., DUNQUE, N.I.O., DY, K.J.E., ELARMO, R.A.G.F., ESPINELI, J.M.B., & ESPINELI, V.J.G. (2023). Filipino nursing students' use of low-cost simulators during the COVID-19 pandemic: A summative content analysis of YouTube videos. *Teaching and Learning in Nursing*, 18(1), 134-143. <https://doi.org/10.1016/j.teln.2022.08.003>
- [7] BLAND, R., DRAKE, G., & DRAYTON, J. (2021). *Social work practice in mental health: An introduction*. London: Routledge. <https://doi.org/10.4324/9781003148913>
- [8] BOHOLANO, H. (2017). Smart social networking: 21st century teaching and learning skills. *Research in Pedagogy*, 7(1), 21-29. <https://doi.org/10.17810/2015.45>
- [9] BRADY, S.R., YOUNG, J.A., & MCLEOD, D.A. (2015). Utilizing digital advocacy in community organizing: Lessons learned from organizing in virtual spaces to promote worker rights and economic justice. *Journal of Community Practice*, 23(2), 255-273. <https://doi.org/10.1080/10705422.2015.1027803>
- [10] CECILIO-FERNANDES, D., PARISI, M.C.R., SANTOS, T.M., & SANDARS, J. (2020). The COVID-19 pandemic and the challenge of using technology for medical education in low and middle income countries. *MedEdPublish*, 9, 74. <https://doi.org/10.15694/mep.2020.000074.1>
- [11] CHAWINGA, W.D. (2017). Taking social media to a university classroom: teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14, 3. <https://doi.org/10.1186/s41239-017-0041-6>
- [12] DENZIN, N.K., & LINCOLN, Y.S. (eds.)

- (2018). *The SAGE handbook of qualitative research*. 5th ed. Los Angeles, California: Sage Publications.
- [13] ELTAIBA, N. (2020). Bringing Experience into the Classroom: A Shared Journey. *Reflections: Narratives of Professional Helping*, 26(1), 110-119. Retrieved from <https://reflections.narrativesofprofessionalhelping.org/index.php/Reflections/article/view/1437>
- [14] FOOK, J. (2022). *Social work: A critical approach to practice*. London: Sage Publications.
- [15] GALVIS, Á.H., & CARVAJAL, D. (2022). Learning from success stories when using eLearning and bLearning modalities in higher education: a meta-analysis and lessons towards digital educational transformation. *International Journal of Educational Technology in Higher Education*, 19, 23. <https://doi.org/10.1186/s41239-022-00325-x>
- [16] GAO, J., ZHENG, P., JIA, Y., CHEN, H., MAO, Y., CHEN, S., WANG, Y., FU, H., & DAI, J. (2020). Mental health problems and social media exposure during COVID-19 outbreak. *PLoS ONE*, 15(4), e0231924. <https://doi.org/10.1371/journal.pone.0231924>
- [17] GOLDINGAY, S., & BODDY, J. (2017). Preparing social work graduates for digital practice: Ethical pedagogies for effective learning. *Australian Social Work*, 70(2), 209-220. <https://doi.org/10.1080/0312407X.2016.1257036>
- [18] GOLIGHTLEY, M., & GOEMANS, R. (2020). *Social work and mental health*. Sage.
- [19] KELLY, Y., ZILANAWALA, A., BOOKER, C., & SACKER, A. (2018). Social Media Use and Adolescent Mental Health: Findings from the UK Millennium Cohort Study. *eClinicalMedicine*, 6, 59-68. <https://doi.org/10.1016/j.eclinm.2018.12.005>
- [20] LEONARD, D.C. (2002). *Learning Theories: A to Z*. Westport: Greenwood. <https://doi.org/10.5040/9798400677885>
- [21] MANCA, S., & RANIERI, M. (2016). Facebook and the others. Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216-230. <https://doi.org/10.1016/j.compedu.2016.01.012>
- [22] MOGHAVVEMI, S., SULAIMAN, A., JAAFAR, N.I., & KASEM, N. (2018). Social media as a complementary learning tool for teaching and learning: The case of YouTube. *The international journal of management education*, 16(1), 37-42. <https://doi.org/10.1016/j.ijme.2017.12.001>
- [23] OLAYIWOLA, A. (2023). Rethinking Media Arts Instruction in Nigerian Universities. *Journal of Humanities*, 31(2), 99-120. <https://doi.org/10.4314/jh.v31i2.6>
- [24] OLCOTT, D., CARRERA FARRAN, X., GALLARDO ECHENIQUE, E.E., & GONZÁLEZ MARTÍNEZ, J. (2015). Ethics and Education in the Digital Age: Global Perspectives and Strategies for Local Transformation in Catalonia. *RUSC. Universities and Knowledge Society Journal*, 12(2), 59-72. <https://doi.org/10.7238/rusc.v12i2.2455>
- [25] PARKER, J. (2020). *Social work practice: Assessment, planning, intervention and review*. London: Learning Matters.
- [26] PRICE, L., & KIRKWOOD, A. (2014). Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice. *Higher Education Research & Development*, 33(3), 549-564. <https://doi.org/10.1080/07294360.2013.841643>
- [27] RAUT, V., & PATIL, P. (2016). Use of Social Media in Education: Positive and Negative Impact on the Students. *International Journal on Recent and Innovation Trends in Computing and Communication*, 4(1), 281-285. Retrieved from https://www.academia.edu/download/54359261/Negative_impact_2.pdf
- [28] ROMEU FONTANILLAS, T., ROMERO CARBONELL, M., & GUITERT CATASÚS, M. (2016). E-assessment process: giving a voice to online learners. *International Journal of Educational Technology in Higher Education*, 13, 20. <https://doi.org/10.1186/s41239-016-0019-9>
- [29] SAKKIR, G., DOLLAH, S., & AHMAD, J. (2020). Students' perceptions toward using YouTube in EFL classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1), 1-10. <https://doi.org/10.35877/454RI.asci2125>
- [30] SMAILHODZIC, E., HOOIJSMAN, W., BOONSTRA, A., & LANGLEY, D.J. (2016). Social media use in healthcare: A systematic review of effects on patients and on their relationship with healthcare professionals. *BMC health services research*, 16, 442. <https://doi.org/10.1186/s12913-016-1691-0>
- [31] TESS, P.A. (2013). The role of social media in higher education classes (real and virtual) – A literature review. *Computers in human behavior*, 29(5), A60-A68. <https://doi.org/10.1016/j.chb.2012.12.032>
- [32] THOMPSON, N. (2020). *Understanding social work: Preparing for practice*. Bloomsbury Publishing.
- [33] VENTOLA, C.L. (2014). Social media and health care professionals: benefits, risks, and best practices. *Pharmacy and therapeutics*, 39(7), 491-499. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4103576/>
- [34] VON MUHLEN, M., & OHNO-MACHADO, L. (2012). Reviewing social media use by clinicians. *Journal of the American Medical Informatics Association*, 19(5), 777-781. <https://doi.org/10.1136/amiajnl-2012-000990>
- [35] VOOGT, J., & MCKENNEY, S. (2017).

- TPACK in teacher education: Are we preparing teachers to use technology for early literacy? *Technology, pedagogy and education*, 26(1), 69-83. <https://doi.org/10.1080/1475939X.2016.1174730>
- [36] ZENG, L., HALL, H., & PITTS, M.J. (2012). Cultivating a community of learners: The potential challenges of social media in higher education. In: AL-DEEN, H.S.N., & HENDRICKS, J.A. (eds.) *Social media: Usage and impact*. Lexington Books, pp. 111-128.
- 参考文献:**
- [1] AKÇAYIR, G. (2017). 为什么教师使用或不使用社交网站进行教育? 计算机在人类行为中的作用, 71, 378-385. <https://doi.org/10.1016/j.chb.2017.02.028>
- [2] ANASTAS, J. (2022). 社会工作教学: 教育者理论与实践指南。奇切斯特, 纽约: 哥伦比亚大学出版社。 <https://doi.org/10.7312/anas19308>
- [3] ANDERSON, T. (2019). 高等教育中使用社交媒体的挑战和机遇。学习发展杂志, 6(1), 6-19. <https://doi.org/10.56059/jl4d.v6i1.327>
- [4] ANSARI, J.A.N. 和 KHAN, N.A. (2020). 探索社交媒体在协作学习中的作用——学习的新领域。智能学习环境, 7, 9. <https://doi.org/10.1186/s40561-020-00118-7>
- [5] BALI, M. 和 CAINES, A. (2018). 呼吁通过互联学习促进教师发展的所有权、公平性和代理权。国际高等教育教育技术杂志, 15, 46. <https://doi.org/10.1186/s41239-018-0128-8>
- [6] BERDIDA, D.J.E., ELERO, F.S.L., DONATO, M.F.T., DUNGO, M.K.S., DUNQUE, N.I.O., DY, K.J.E., ELARMO, R.A.G.F., ESPINELI, J.M.B., 和 ESPINELI, V.J.G. (2023). 菲律宾护理学生在新冠肺炎大流行期间使用低成本模拟器的情况: YouTube视频的总结性内容分析。护理教学与学习, 18(1), 134-143. <https://doi.org/10.1016/j.teln.2022.08.003>
- [7] BLAND, R., DRAKE, G. 和 DRAYTON, J. (2021). 心理健康社会工作实践: 导论。伦敦: 劳特利奇。 <https://doi.org/10.4324/9781003148913>
- [8] BOHOLANO, H. (2017). 智能社交网络: 21世纪教学和学习技能。教育学研究, 7(1), 21-29. <https://doi.org/10.17810/2015.45>
- [9] BRADY, S.R., YOUNG, J.A. 和 MCLEOD, D.A. (2015). 在社区组织中利用数字倡导: 从在虚拟空间组织以促进工人权利和经济正义中吸取的经验教训。社区实践杂志, 23(2), 255-273. <https://doi.org/10.1080/10705422.2015.1027803>
- [10] CECILIO-FERNANDES, D., PARISI, M.C.R., SANTOS, T.M. 和 SANDARS, J. (2020). 新冠肺炎大流行以及在在中低收入国家使用技术进行医学教育的挑战。医学教育出版, 9, 74. <https://doi.org/10.15694/mep.2020.000074.1>
- [11] CHAWINGA, W.D. (2017). 将社交媒体带入大学课堂: 使用叽叽喳喳和博客进行教学和学习。国际高等教育教育技术杂志, 14, 3. <https://doi.org/10.1186/s41239-017-0041-6>
- [12] DENZIN, N.K. 和 LINCOLN, Y.S. (eds.) (2018). 圣人定性研究手册。第5版。加利福尼亚州洛杉矶: 贤者出版社。
- [13] ELTAIBA, N. (2020). 将经验带入课堂: 共同的旅程。反思: 专业帮助的叙述, 26(1), 110-119. 取自<https://reflections-narratives-of-professional-helping.org/index.php/Reflections/article/view/1437>
- [14] FOOK, J. (2022). 社会工作: 一种批判性实践方法。伦敦: 贤者出版社。
- [15] GALVIS, Á.H., & CARVAJAL, D. (2022). 高等教育中使用电子学习和生物学习模式的成功案例: 数字化教育转型的荟萃分析和经验教训。高等教育国际教育技术杂志, 19, 23. <https://doi.org/10.1186/s41239-022-00325-x>
- [16] GAO, J., ZHENG, P., JIA, Y., CHEN, H., MAO, Y., CHEN, S., WANG, Y., FU, H., & DAI, J. (2020). 新冠疫情期间的心理健康问题和社交媒体曝光。公共科学图书馆, 15(4), e0231924. <https://doi.org/10.1371/journal.pone.0231924>
- [17] GOLDINGAY, S., & BODDY, J. (2017). 为社会工作毕业生做好数字实践准备: 有效学习的道德教学法。澳大利亚社会工作, 70(2), 209-220. <https://doi.org/10.1080/0312407X.2016.1257036>
- [18] GOLIGHTLEY, M., & GOEMANS, R. (2020). 社会工作与心理健康。圣人。
- [19] KELLY, Y., ZILANAWALA, A., BOOKER, C., & SACKER, A. (2018). 社交媒体使用与青少年心理健康: 英国千禧年队列研究的结果。电子临床医学, 6, 59-68. <https://doi.org/10.1016/j.eclinm.2018.12.005>
- [20] LEONARD, D.C. (2002). 学习理论: 从 A 到 Z。西港: 格林伍德。 <https://doi.org/10.5040/9798400677885>
- [21] MANCA, S., & RANIERI, M. (2016). Facebook和其他。社交媒体在高等教育教学中的潜力和障碍。计算机与教育, 95, 216-

230. <https://doi.org/10.1016/j.compedu.2016.01.012>
- [22] MOGHAVVEMI, S., SULAIMAN, A., JAAFAR, N.I. 和 KASEM, N. (2018)。社交媒体作为教学和学习的补充学习工具：以YouTube为例。国际管理教育杂志, 16(1), 37-42. <https://doi.org/10.1016/j.ijme.2017.12.001>
- [23] OLAYIWOLA, A. (2023)。重新思考尼日利亚大学的媒体艺术教学。人文杂志, 31(2), 99-120. <https://doi.org/10.4314/jh.v31i2.6>
- [24] OLCOTT, D., CARRERA FARRAN, X., GALLARDO ECHENIQUE, E.E. 和 GONZÁLEZ MARTÍNEZ, J. (2015)。数字时代的道德与教育：加泰罗尼亚地方转型的全球视角和战略。RUSC。大学与知识社会杂志, 12(2), 59-72. <https://doi.org/10.7238/rusc.v12i2.2455>
- [25] PARKER, J. (2020)。社会工作实践：评估、规划、干预和审查。伦敦：学习很重要。
- [26] PRICE, L. 和 KIRKWOOD, A. (2014)。在高等教育中使用技术进行教学和学习：对证据在指导实践中的作用的批判性评论。高等教育研究与发展, 33(3), 549-564. <https://doi.org/10.1080/07294360.2013.841643>
- [27] RAUT, V., & PATIL, P. (2016)。社交媒体在教育中的应用：对学生的积极和消极影响。《计算和通信领域最新和创新趋势国际期刊》, 4(1), 281-285. 摘自https://www.academia.edu/download/54359261/Negative_impact_2.pdf
- [28] ROMEU FONTANILLAS, T., ROMERO CARBONELL, M. 和 GUITERT CATASÚS, M. (2016)。电子评估过程：为在线学习者发声。国际高等教育教育技术杂志, 13, 20. <https://doi.org/10.1186/s41239-016-0019-9>
- [29] SAKKIR, G., DOLLAH, S. 和 AHMAD, J. (2020)。学生对在EFL课堂上使用YouTube的看法。应用科学、工程、技术和教育杂志, 2(1), 1-10. <https://doi.org/10.35877/454RI.asci2125>
- [30] SMAILHODZIC, E., HOOIJSMAN, W., BOONSTRA, A. 和 LANGLEY, D.J. (2016)。社交媒体在医疗保健中的使用：对患者及其与医疗保健专业人员关系影响的系统评价。BMC健康服务研究, 16, 442. <https://doi.org/10.1186/s12913-016-1691-0>
- [31] TESS, P.A. (2013)。社交媒体在高等教育课堂（真实和虚拟）中的作用——文献综述。计算机在人类行为中的作用, 29(5), A60-A68. <https://doi.org/10.1016/j.chb.2012.12.032>
- [32] THOMPSON, N. (2020)。了解社会工作：为实践做准备。布鲁姆斯伯里出版社。
- [33] VENTOLA, C.L. (2014)。社交媒体和医疗保健专业人员：好处、风险和最佳实践。药理学和治疗学, 39(7), 491-499. 摘自<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4103576/>
- [34] VON MUHLEN, M., & OHNO-MACHADO, L. (2012)。回顾临床医生对社交媒体的使用。美国医学信息学协会杂志, 19(5), 777-781. <https://doi.org/10.1136/amiajnl-2012-000990>
- [35] VOOGT, J., & MCKENNEY, S. (2017)。教师教育中的TPACK：我们是否在为教师准备使用技术进行早期读写教育？技术、教学法和教育, 26(1), 69-83. <https://doi.org/10.1080/1475939X.2016.1174730>
- [36] ZENG, L., HALL, H. 和 PITTS, M.J. (2012)。培养学习者社区：社交媒体在高等教育中的潜在挑战。收录于：AL-DEEN, H.S.N. 和 HENDRICKS, J.A. (eds.) 社交媒体：使用和影响。列克星敦书店, 第111-128页。