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The Application of Social Media in College Teaching Feedback

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Introduction

With the continuous evolution of network technology, information communication tools constantly update along with the development of the Internet. As a typical representative of information communication tools, social media plays an essential role in the gradual classroom. It has emerged as a convenient information communication medium frequently used by teachers and students. Compared with traditional teaching methods, this approach can collect and update the latest information rapidly; meanwhile social media enhances the ease of communication between the classroom and the outside world. Thus, social media helps make the previously commonplace lively and exciting. The Internet and social media are universal phenomena that affect many areas of life, including education(Sohrab, 2017). Social media meet the human need to connect and converse with others, and expands the scope of communication. Nowadays, students frequently exchange information through social media software such as WeChat, QQ, Facebook and others. Consequently, universities worldwidehave adapted to the Internet age by introducing social media into college classrooms. Due to the constraints of traditional teaching, many universities often fail to achieve ideal teaching results, and there are many problems. For example, students' interest in class participation can be lacking, leading to deficiencies in teacher-student interactionand making it difficult for teachers to accurately assessthe students' learning progress. Social media can promote the improvement of education and teaching efficiency.

Literature reviews

In recent years, one of the research hotspots in the field of education hasbeen the integration of social media and education.Social media can bring many benefits to higher education and provide students with opportunities and support for collaborative and cooperative learning(Bilan-dzic & Foth, 2013). Social media promotes awareness of the existence of others and opportunities for interactionand can be especially useful in providing multicultural contacts and learning opportunities（Hu, Gu, Liu, & Huang, 2017). The push and

mobile functions of social media can promote students' participation in the course(Pimmer, Mateescu, & Gr*ö*hbiel, 2016). Social media can also support the connection between schools and graduates, serving life-long learning and alumni association activities (Carter, 2018). Teaching feedback refers to the process of evaluating the effectiveness of classroom teaching. Current teaching feedback provides technical support for the interaction between teachers and students through the Internet (Gauci, 2009). Teachers can observe student learning performance through teaching feedback and quickly adjust and optimise teaching content.Students can consciously adjust their learning behaviour according to the teacher’s prompts, error correction and encouragement to improve the classroom teaching experience and realise the positive interactive development of teaching and learning (Ray, 2003).

In essence, good teaching feedback and regulation are the fundamental guarantees to ensure the realisation of teaching objectives. Bropy(1981) said that positive feedback given by teachers is related to external factors such as students' reactions, but is not entirely dependent on the quality of a student’s answers. Nevertheless, students with high academic performance were more likely to receive positive feedback. Numan(1991) pointed out that positive feedback will encourage students to learn, but too many simplistic words of praise from the teacher will not advance student learning.

Currently, there are many research studies on online classroom interaction, mainly focusing on teachers' questions in class, the design of teachers' activities, and the assistance of teaching technology. However, they neglect to acknowledge the importance of teachers' feedback after students complete the teaching task.The ultimate purpose of teaching feedback should be to cultivate students' autonomous learning ability.

Discussion

WeChat

One-to-one timely feedback

The private chat module of WeChat can be used for one-to-one communication between teachers and students in learning. After completing classroom teaching, teachers encourage students to send in their homework by WeChat. Teachers can guide students on a one-to-one basis in the private chat section, which is conducive to targeted counselling. If teachers find that some students have problems in their class, they can alsocommunicate on WeChat. It can help teachers and students to have a closer working relationship.

Many-to many-communication

The WeChat group chat module can be used for multi-person interaction, such as group discussion or communication between different groups based on the topics involved in the course content. Furthermore, it can create multiple topic groups or topic discussion groups according to teaching needs. The topic discussion group is used for multi-person discussion. Teachers give extended topics related to the text in combination with the course content and publish them in the group through the group chat module before or after class. Finally, teachers give real-time guidance and comment on and summarise the performance of each group. For example, the teacher divides the students into two groups of six to debate each other on a selected topic. The positive topic is that learning is more important than practice, and the negative topic is that practice is more

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important than learning. After class, students form WeChat groups according to their debate side, discuss the angle and direction of debate in the group, and provide data materials. In the group chat module, group members reach agreement in choosingtheirprincipal debater and discuss the debate contents. Due to their familiarity with the students' ability levels, teachers can selectively join the weaker group to provide assistance. Through this group discussion after class, better teaching results can be achieved.

Plickers

Plickers is an instant student feedback system. The method is so simple that all a teacher needs is a smartphoneand a printed and numbered Plickers card. Students only need to pick up the card to answer the teacher's questions, and the teacher can scan the card with a smartphone to get the statistical results of the students' answers. Plickers is a free app that works with both Apple and Android phones. Its specific operation is to install the software on the smartphone, then print the cards and ask a question in class;the students answer, hold up theircards, and orientate the answer upwards. The teacher opens the software app,aims, and scansthe cards and the results are calculated in real-time.

Reef Polling

The answering process of Reef Polling platform is as follows: teachers log in to the computer client, input the course name and set the session for interaction; students log in to their app with mobile terminals, answer questions and submit them to the platform; the teacher will check the answers on the platform and grade them. The answering process of the e-class mobile learning platform is as follows: the teacher enters the interactive column through the platform, clicks the two-dimensional code after the preset interactive item, and the student only needs to scan the two-dimensional code to answer interactive questions. The answering process of the excellent platform is as follows: the teacher presets the basic setting and topic of the course through the platform, opens the web terminal in the computer to start the interaction, and the student enters the corresponding course code through the mobile apptobegin answering questions.

Email

Email is an earlier teaching feedback tool. The teacher can send the homework requirements to each student through the group sending function, which is then returned to the teacher's mailbox after completing the homework.Afterwards, the teacher will give feedback on the students' completed homework by email.

Results

Comparing the above interactive feedback technologies shows that each software has advantages and disadvantages.The advantage of WeChat is that teachers and students can communicate anytime and anywhere after class, and students can get more specific guidance.The disadvantage of WeChat is that it has no way to conduct data analysis and cannot specifically compare the data of each student. It does not have an automatic scoring system, and teachers must score individually.The advantage of reef polling and Plickers is that the system can directly communicate scores and automatically generate data according to students' answers.Their disadvantage is that there is no chat function, and teachers cannot chat with students one-on-one.The advan-

tage of email is that it has no complicated functions and can be specially used to receive homework after class.Its disadvantage is that it cannot offer instant communication.

Conclusion

In conclusion, the purpose of teaching feedback is always to serve teachers and students to interact actively and effectively in the classroom. This study compares the application of a variety of classroom interactive feedback technologies in order to provide a valuable reference for teachers when choosing targeted teaching aids.They can then select the most suitable application to assist their teaching process to improve the quality and effectiveness of classroom teaching and provide better technical services for teachers' teaching and students' learning.

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