

Research Title: Using Social Media for Learning in the FET Phase
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Abstract

The use of information and communication technology (ICTs) has been increasing in the educational domain since the early 2000s. This study aimed to explore how an app, such as WhatsApp, which was not designed for teaching and learning is influencing the educational domain. Purposeful sampling was used in which 9 grade 11 educators and 70 grade 11 learners from a small private school in Johannesburg were selected to complete questionnaires regarding their use of social networking for teaching and learning. Axial coding was used to analyse their responses of how they are utilising social networking in an educational domain. The study found that learners and educators are using social networking groups more for the sharing of subject related information, rather than for engaging in meaningful discussions about the content which fosters a constructivist approach to learning. However, these social networking groups have the potential to create communities of practices amongst educators and learners which can be beneficial for learning as well as for the social well-being of learners as it creates a sense of community and belonging. This study recommended that further research needs to be conducted in terms of learners' attainment and the use of social networking groups for teaching and learning, as well as learners social well-being and the use social networking groups for learning and teaching.