

Concept Development through Social Media: Remembering, Understanding and Applying

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Abstract: The study was conducted to determine the effectiveness of social media in enhancing concept clarity (lower-order thinking skills) at the university level in Khyber Pakhtunkhwa, Pakistan. The objectives of the study were to explore the effectiveness of social media in enhancing an individual's ability to remember concepts, to describe the effect of social media on developing an individual's ability to understand concepts, to investigate the effectiveness of social media in enhancing an individual's ability to apply concepts. The interview research method was applied to collect qualitative data from the respondents. The study population comprises teachers from the Department of Education at public, private, and women's sector universities in Khyber Pakhtunkhwa. A purposive sampling technique was used to select the sample. Ten professors were nominated for interviews to collect data. Keeping in view the findings of the study, it was concluded that employing various social media tools in various ways—such as lectures, maps, diagrams, movies, relevant films, news, information, and books—is a useful technique to improve a person's capacity to define concepts, share, recall, and evaluate information. The majority of respondents responded that social media apps allow people to change, select, and apply knowledge in novel, ever-evolving contexts.

Keywords: Social Media, Concept Clarity, Remembering, Understanding, Applying

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Introduction

It would be accurate to state that social media helps people connect with their friends, parents, and other family members. It is an electronic platform that enables the sharing of ideas, knowledge, images, videos, emotions, and much more. Social media is an internet-based tool that enables people to quickly establish contact with others. Web-based software that is widely used worldwide is known as social media. Social media has the power to transform people's lives.

Social media has no universally recognized definition (Scott & Jack, 2011). According to some experts, the phrase means the following: social media, as defined by Kaplan and Haelien (2010), is internet-based, contemporary communication software that uses user-generated content and is based on the conceptual and technological underpinnings of Web 2.0 (Stevenson & Waite, 2011). The Oxford Dictionary defines the term as a social networking website and communication. Dearborn (2014) defines communication networking as a fast-moving, all-encompassing, widely-liked, highly effective, and widely trusted means of connecting people through the discovery and sharing of concepts, knowledge, documents, images, videos, and other content pertaining to specific individuals.

According to Al-Tarawneh (2014), social media is the web application that is expanding the fastest in the twenty-first century and offers several advantages to people. Mobile phones were introduced by social media, which led to a sharp rise in user numbers. The study "Mobile Social Networks and Social Practices" by Humphreys (2007) claimed that social network applications have lately shifted from PCs to mobile phones; these applications combine network information and communication. An additional benefit of mobile phones is that they enable users to build and strengthen their social networks.

The impact of mobile phones on our daily lives is astounding, as they are used for many different purposes, such as connecting and sharing information and research work (Hurt et al., 2012). Social media is important and useful in education; it offers technological opportunities for student-centred activities (Monopolis, 2014). Results-based media lead to collaborative learning, communication, knowledge sharing, and interaction; Students' learning environments are enhanced by social media tools (Murumba et al., 2015). Mobile phones are used by students for content, material, and information searches, and they are also a learning tool in the classroom (Bagarukayo, 2015).

As more students utilize social media for research, classes, and related resources, its use in higher education is growing every day. Students claim that social media helps them stay in touch with their family, friends, and institutions. Social media is used by educators and students alike for educational purposes. Individuals from diverse backgrounds, predominantly students, utilise social media platforms. It also serves as a source of inspiration. The current system is student-centred rather than teacher-centred. Pupils benefit from the learning platform that social media offers; even reticent and passive pupils actively engage in class activities. Information and communication technology is also used at universities for instructional purposes; it draws in students and inspires them while facilitating quick and simple searches (Tess, 2013).

A person's opinion of an object is referred to as a concept. As to the findings of Burner (2014) and McLeod (2007), the categorization process is a prerequisite for all mental activities. It was Taba who introduced the concept-development model in 1966. She asserts that a person's mental process consists of choosing features or characterizations and arriving at an understanding of how an object relates to the process, which entails obtaining a more focused and precise idea. The model instructs the students to separate the objects (group the data) based on similarities, form groups, name or label the data, abstract or summarize the observation, and study an object from various perspectives.

Problem Statement

Social networking is at its golden age right now. It serves a variety of functions. People utilise social media for a variety of reasons, regardless of their background. Most people are familiar with one or more types of social networking applications. Social media is a well-liked resource and channel for influencing public opinion. Social media has little effect on any subject, including education. Social media is now a widely used source of knowledge and education since it has grown in acceptance and popularity over time. Billions of new pieces of information are added to the corpus of knowledge every second. Pictures, words, music, and videos can all be creatively utilised on social media.

Social media improves student-teacher interactions, helps students understand and share knowledge, establishes connections between students and parents, and allows students to study globally (Devi et al., 2019). Social media infuses creativity into the conventional educational system, facilitates teaching and learning, and humorously teaches difficult subjects and theories through audiovisual content; it substitutes memorization with conceptual learning (Hathaway et al., 2007). The use of social media in the classroom boosts students' creativity and engagement (Gulzar et al., 2022). Developing/clarifying a notion to solve a specific issue is called concept development.

The process of developing a concept begins with a vague idea and ends with a clear message delivered in a way that is easy to understand and includes text and visuals. Exact objectives, well-defined concepts, and a robust drive are necessary. According to Bloom, grasping an idea is the only way to apply knowledge and concepts, and applying knowledge and concepts is impossible without



Understanding them. Applying knowledge involves modifying facts to fit a novel circumstance where comprehension is crucial. To analyze an idea, a learner has to be knowledgeable, comprehend, and able to apply abilities. These components all serve as the foundation for evaluation. The pinnacle of cognitive learning is creation (Krathwohl, 2002).

In light of social media's use in education, the researcher plans to investigate how well social media works as a tool for learning and to what degree this helps to clarify the idea of a learner. Therefore, the subject of inquiry is whether social media may improve conceptual growth at universities.

Objectives of the Study

The objectives of the study were

1. To explore the usefulness of social media in improving an individual's ability to recall concepts.
2. To describe the consequence of social media on developing an individual's ability to comprehend ideas.
3. To examine the efficiency of social media in enhancing an individual's ability to apply concepts.

Research Questions

1. How does social media efficiently improve an individual's ability to recall concepts?
2. How does social media affect an individual's ability to comprehend concepts?
3. How does social media effectively enhance an individual's ability to apply concepts?

Significance of the Study

The study might make it easier for academics, instructors, and students at universities to comprehend how social media contributes to idea clarity at higher education levels. These differing viewpoints will be analysed and debated in order to come to a consensus on the role that social media plays in accelerating learning and helping students and teachers understand a subject through various audio and video lectures, maps, and diagrams. The current study might help academics and students comprehend a subject more clearly and utilise social media to shed light on it. The results of this study may persuade academics and students to gain access to various social media sites, which could inspire them to learn and gain mastery over relevant subject areas.

Delimitation of the Study

There are social media sites like Instagram, Facebook, WhatsApp, Twitter, TikTok, and YouTube. Due to a number of limitations, including time and budgetary restrictions, the current study was restricted to YouTube, Facebook, and Twitter only. Moreover, the study was delimited to university level students in Khyber Pakhtunkhwa province.

Literature Review Social Media

Social media was utilised to communicate with family members. But as science and technology advanced, its range of use expanded, and today it encompasses

everything from content to information sharing with everyone on the planet, whether one person at a time or many. Globally, there are around 3.8 billion users of social networking sites. Daily advancements and changes occur in social media. The variety of social media has grown with the introduction of new apps like Instagram, Twitter, and TikTok. By 2023, there will be a 257 million rise in social media usage in the USA. According to the Pew Research Centre, around 90% of social media users are young people between the ages of

Types of Social Media

As per the January 2021 research on the utilization of several social media platforms

- ▶ Facebook stands as the most comprehensive social network worldwide, boasting over 2.74 billion active users.
- ▶ YouTube With 2.29 billion subscribers, is a free platform for sharing videos. Better still, someone can create videos to upload and distribute to others.

- ▶ Twitter is a social networking service that combines microblogging and social networking. It allows people to stay in touch by sharing brief status updates (limited to 140 characters).
- ▶ WhatsApp, which has two billion users, provides an additional medium for sharing communications.
- ▶ Instagram is a free picture and video-sharing app with 1.22 billion users that allows users to alter their photos with digital filters, frames, and effects before posting them on social media.
- ▶ LinkedIn is an online discussion platform used for information sharing among groups of businesspeople who share similar interests. Facebook is the world's most popular social networking site, with over 2.9 billion members; it also draws people from Instagram and Twitter. Blogs serve as forums for casual discussion and debate on certain issues or points of view.
- ▶ TikTok 689 million users
- ▶ QQ 617 million people use QQ
- ▶ Douyin has 600 million users
- ▶ SinoWeibo, with 511 million users

Bloom's Taxonomy

Educational psychologist Benjamin Bloom proposed Bloom's Taxonomy in 1956 as a framework for classifying learning goals according to their degree of specificity and complexity. It is frequently utilized as a guide by educators when developing their lesson plans, teaching strategies, and evaluation techniques. Three areas of learning were covered by Bloom's Taxonomy in its original form: cognitive (knowledge-based), affective (emotion-based), and psychomotor (action-based). The cognitive domain was the most commonly used.

An updated version of the cognitive domain was introduced in 2001 by Bloom's former students Lorin Anderson and David Krathwohl, who were among the initial contributors to the taxonomy's establishment. This updated taxonomy, which goes by the name Bloom's Revised Taxonomy, represents a more dynamic classification paradigm. The two main modifications were rearranging the top two levels and substituting verbs for the original taxonomy's nouns in order to represent thought processes.

The six levels of the revised Bloom's Taxonomy of the Cognitive Domain are remembering, understanding, applying (LOT), analysing, evaluating, and creating(HOT). These levels go from the most fundamental to the most complicated.

Research Methodology

The nature of the study was qualitative. The interview method was employed to get qualitative information from the participants. Teachers of public, private, and women's sector universities in Khyber Pakhtunkhwa make up the study's population. The sample was chosen using the purposeful sampling technique. Ten professors were chosen from ten universities for data collection purposes: two women's institutions, three private universities, and five public universities. In order to gather data, the researcher personally visits each of the relevant universities. For the qualitative data collection, an interview guide was developed with the guidance and consultation with the supervisor and experts, which consisted of three main questions along with sub-questions: social media and Remembering ability(concept clarity), social media and understanding ability (conceptual ability), social media and applying ability (concept clarity). For the analysis of the data, the researcher used Braun & Clarke's thematic analysis 2006 model, which consisted of six steps. Findings showed that the use of different applications of social media makes the concept of learners clear; it increases remembering power, improves understanding power and ensures the application of knowledge in a new situation.

Qualitative Data Analysis

RQ1: How is social media effective in enhancing an individual's ability to remember concepts?

Braun & Clarke's Thematic Analysis 2006



Table 1

S. No.	RQ No 01	Main Theme	Sub Theme
01	Social Media is effective in enhancing an individual's ability to recall concepts.	Using social media to improve remember power: A first step toward comprehension	<ol style="list-style-type: none"> 1. Get information 2. Examine data; 3. Provide easy access; 4. Update methods 5. Beneficial impact

Explanation/Description: Students' capacity to review information is improved when they are exposed to a range of information from various social media platforms. Social media gives teachers and students quick access to tools and knowledge which can improve their memory power. Students' ability to learn concepts is improved by social media. Students use social media platforms like Facebook, YouTube, WhatsApp, and others to learn and remember topics. Teachers and parents can help students define, list, and remember topics by guiding them to utilize acceptable social media platforms. Teachers and other resource people can improve students' conceptual memory by using social media as a useful source of information.

Facebook, YouTube, Twitter, WhatsApp, and other social media platforms are used by over 80% of students in our educational institutions. They use it to get information and access fresh and modern perspectives on their field or topic. People use different social media models to learn, recall, and obtain information. Everyone has access to social media these days, and the majority of teachers and students use it for educational purposes, which boosts people's recall strength. The current trend is for teachers and students to use social media for learning. Without using and participating in social media, learning cannot be considered complete.

According to some responders, students' use of social media enhances their recall. Suppose they have trouble recalling what was taught in class. In that situation, students can learn more about that subject via Twitter, Facebook groups, YouTube, and other sources, which can improve their memory. A concept's definition, meaning, and various facets can be taught to students using various social media platforms.

According to a different participant, different social media search engines are utilized for both learning and searching. Students can obtain knowledge about their topic by using social media. Knowledge merchants, search agents provide a variety of definitions and explanations. Students share expertise and information about their topic on social media. It can only be a useful source of information if educators and other resource people make use of it and instruct students on how to use it.

RQ2: How does social media affect the development of an individual's ability to understand concepts?

Braun & Clarke's Thematic Analysis 2006

Table 2

S. No.	RQ No 01	Main Theme	Sub Theme
01	Social Media affects the developing individual's ability to comprehend concepts	Social media comprehension skills: The foundation for rationality	<ol style="list-style-type: none"> 1. platform for dialogue and cooperation 2. Information from a variety of viewpoints 3. Providing or viewing useful movies 4. Superior quality content

Explanation/Description: Social media platforms give students the chance to talk about their ideas in relevant forums and groups, which helps them better comprehend them. Uncertainty is lessened via various illustrations, audio, video, lectures, maps, and more. Social media can improve people's comprehension by giving them quick access to information, a variety of viewpoints, and chances for cooperation and dialogue. Social media improves people's comprehension skills, and this is because it allows them to rapidly expand their capacity for self-exploration. By looking for pertinent content in various ways, students and teachers use YouTube, other websites, related Facebook pages, Twitter, etc. to eliminate their ambiguity.

Seeing useful videos on YouTube can help us learn more. By offering a variety of material, lectures, audio and video, maps, infographics, and books, social media offers a foundation for comprehension. Students' comprehension of topics can be improved by providing them with topic-relevant content and allowing them to watch videos on social media. Students look for locations, websites, lectures, and films that are relevant to their interests. The Internet also offers a way to look up information on a subject. Social media content and videos are created and delivered by professionals and are of excellent quality. With the help of standardized and qualitative content, learners can comprehend what they hope to learn. They can clear up any confusion on a subject by seeing educational films and presentations.

According to one educator, certain ideas require explanation, and pupils learn them through various discussion platforms. Students can clarify their comprehension of issues by discussing them in relevant groups and forums; ambiguity is reduced by using various maps, lecturers, audio, video, diagrams, etc.

According to one participant, social media can improve people's comprehension by giving them quick access to information, a variety of viewpoints, and chances for cooperation and dialogue.

RQ3: How is social media effective in enhancing an individual's ability to apply concepts?

Braun & Clarke's Thematic Analysis 2006

Table 3

S. No.	RQ No 01	Main Theme	Sub Theme
01	Social Media is effective in enhancing an individual's ability to apply concepts.	Applying skills on social media: comprehending lower-order cognitive abilities	<ol style="list-style-type: none"> 1. Social media offers information on actual situations. 2. Offer chances to put ideas into practice 3. Offer useful resources in the form of videos

Explanation/Description: Students frequently use social networking apps to improve their capacity to apply knowledge in practical contexts. By giving people the chance to practice and use their abilities in real-world scenarios, cooperate with others, and get support and criticism from a varied group, social media can help people become more powerful and skilled. People use various social media platforms to look for content on the subject or to build expertise by visiting various YouTube websites, Facebook groups and pages, WhatsApp groups, etc. A student's capacity to apply concepts to problem-solving can be enhanced by seeing lectures that are pertinent to the material. Social media can teach students things that they can use in their daily lives.

Some respondents claimed that social media can help people become more powerful and skilled by enabling them to practice, apply, and cooperate with others in real-world scenarios while receiving support and feedback from a varied group. According to another respondent, people utilize a variety of social media platforms to look up information on the subject; they use YouTube sites, Facebook groups and pages, WhatsApp groups, and more. People learn from a variety of sources, which eliminates uncertainty and promotes clarity. They put that knowledge to work in real-world scenarios.

Conclusion

In the light of statistical analysis, the following conclusions were drawn.

In response, the majority of teachers stated that social media can be used in a variety of ways—such as lectures, maps, diagrams, videos, related films, news, information, and books—to improve a person's capacity to define words, share, recall, and evaluate information. Social media is essential for improving students' capacity to evaluate, justify, contrast, categorise, and generate phenomena, according to the majority of the sample. Social media applications allow people to choose, edit, and apply information in novel and ever-changing contexts. According to the majority of the respondents, social media can help students become more adept at categorizing, evaluating, diffusing, and analyzing ideas.



Recommendations

This research study demonstrated the "social media and concept clarity at the university level in Khyber Pakhtunkhwa," and the following recommendations were given in light of the study's conclusions.

1. The study discovered that using social media guarantees concept clarity at the tertiary level. It is advised that academics and students at universities make
2. use of various social media platforms to enhance idea clarity and eliminate any uncertainty regarding the definition, meaning, recall, and identification of particular facts pertaining to the subject matter.
3. According to the study's findings, social media plays a critical role in improving students' capacity to evaluate, interpret, compare, categorise, and compare phenomena. It is advised that universities offer their students the means and chance to take advantage of social media's benefits in the form of explanations, translations, associations, discussions, and illustrations of concepts.
4. The study's findings also showed that social media applications allow people to adapt, select, and use information in a variety of new and constantly changing contexts.

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