SOCIAL LEARNING AND SOCIAL MEDIA

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People are known to be social beings. When Albert Bandura originally advocated for imitative reactions as a crucial mechanism in social learning (Grusec, 1992), the world was well aware that people did not learn in a vacuum. Human experience as a whole told a different tale, one of interaction and cognitive consequence. If Social Learning Theory teaches us anything, it is that people, for better or worse, observe, imitate, and model the conduct of others ("Social Learning Theory," 2014). It was true in Bandura's day, and it is even more true today.

It is not surprising, given this insight, that technology eventually provided a platform for digitizing the intricacies of human experience. Though not the first of its sort, Facebook, Twitter, and other sites are now synonymous with daily social contact, and for the first time in human history, the entire world is a stage. Men, women, and children are all participants on that stage, and the boundaries of human contact and learning have shrunk dramatically.

What does this entail for the realm of education? Social media may be utilized to enhance learning at any level and in any academic area, and it can be used to inspire students to think critically about the technology that pervades their society (Tur & Martin, 2015). This new social media paradigm creates a sandbox in which imitation is not only encouraged, but also rewarded and widely circulated.

The world has seen a remarkable expansion in the prevalence of social media technologies over the last decade (Kahveci, 2015). The effects of social media on student time, resources, and self-expression have been observed to be correlated. The world has seen the redefinition of current social structures as well as the proliferation of platforms that

support those structures. In an educational context, social media challenges long-held assumptions that have traditionally characterized all students' learning experiences Communication in the age of social media is a two-way, three-way, and hundred-way tool that is participatory, immersive, and omnipresent, as opposed to one-way communication analogous to broadcasting (Vickers, Field, & Melakoski, 2015).

As cognitive concepts of attention, memory, and motivation are fostered by social media, the use of social learning theory presents an opportunity to promote leaps in student success. Similarly, similar characteristics are widely sustained through social media, improving cognitive processes related to learning and knowledge acquisition.

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