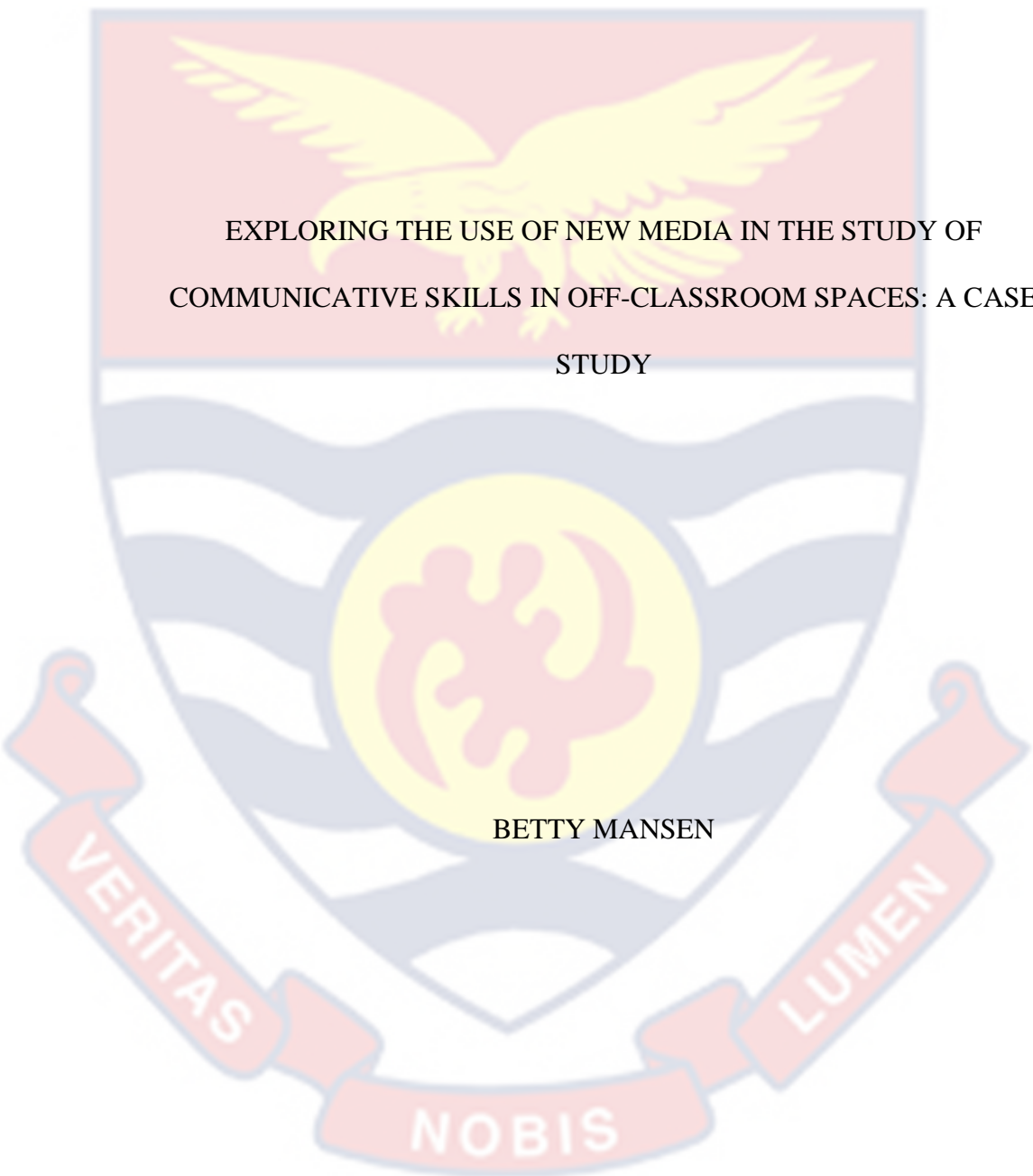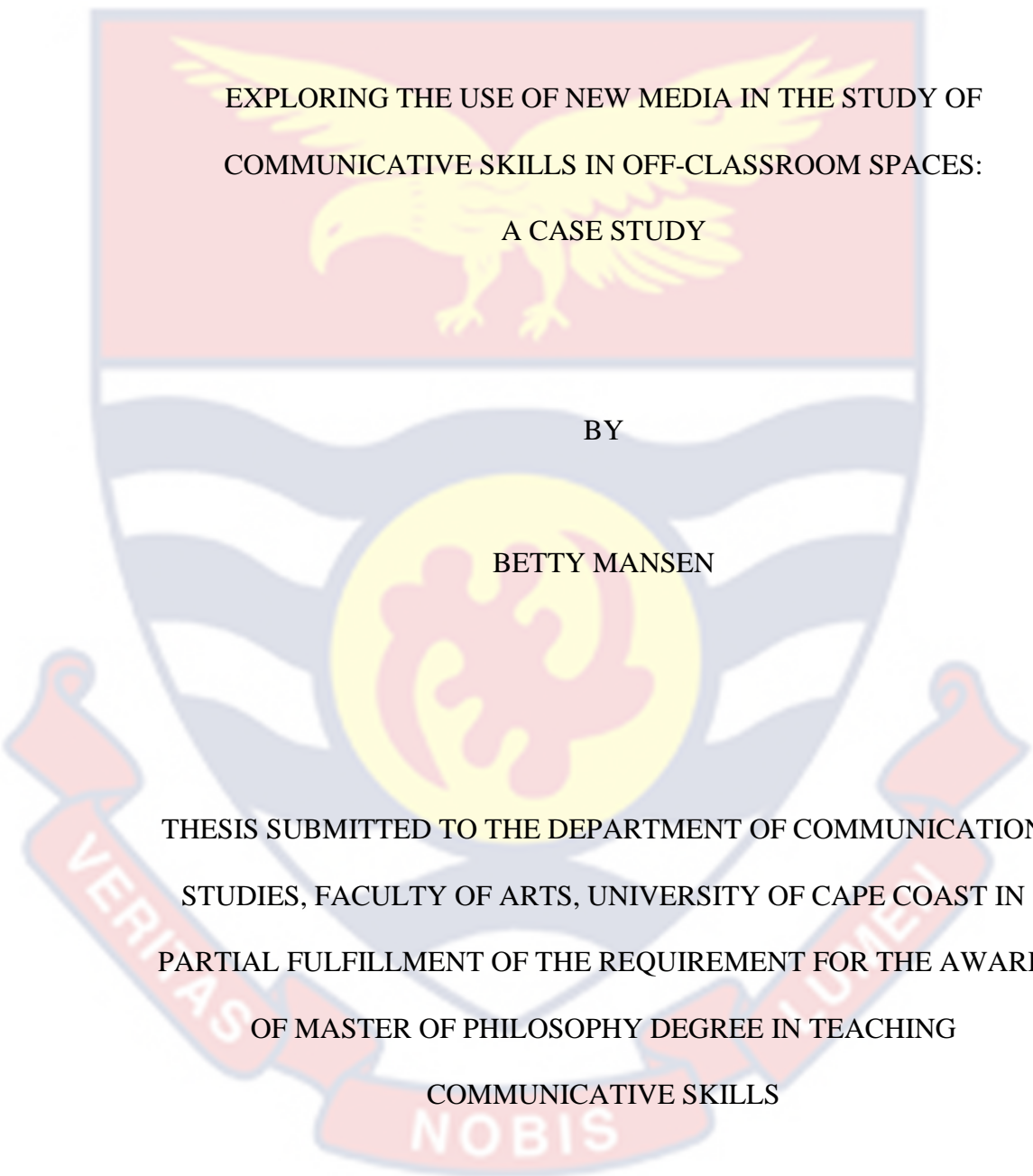UNIVERSITY OF CAPE COAST

EXPLORING THE USE OF NEW MEDIA IN THE STUDY OF

COMMUNICATIVE SKILLS IN OFF-CLASSROOM SPACES: A CASE

STUDY

BETTY MANSEN

2023

UNIVERSITY OF CAPE COAST

EXPLORING THE USE OF NEW MEDIA IN THE STUDY OF

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A CASE STUDY

BY

BETTY MANSEN

THESIS SUBMITTED TO THE DEPARTMENT OF COMMUNICATION

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PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD

OF MASTER OF PHILOSOPHY DEGREE IN TEACHING

COMMUNICATIVE SKILLS

OCTOBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that

no part of it has been presented for another degree in this university or
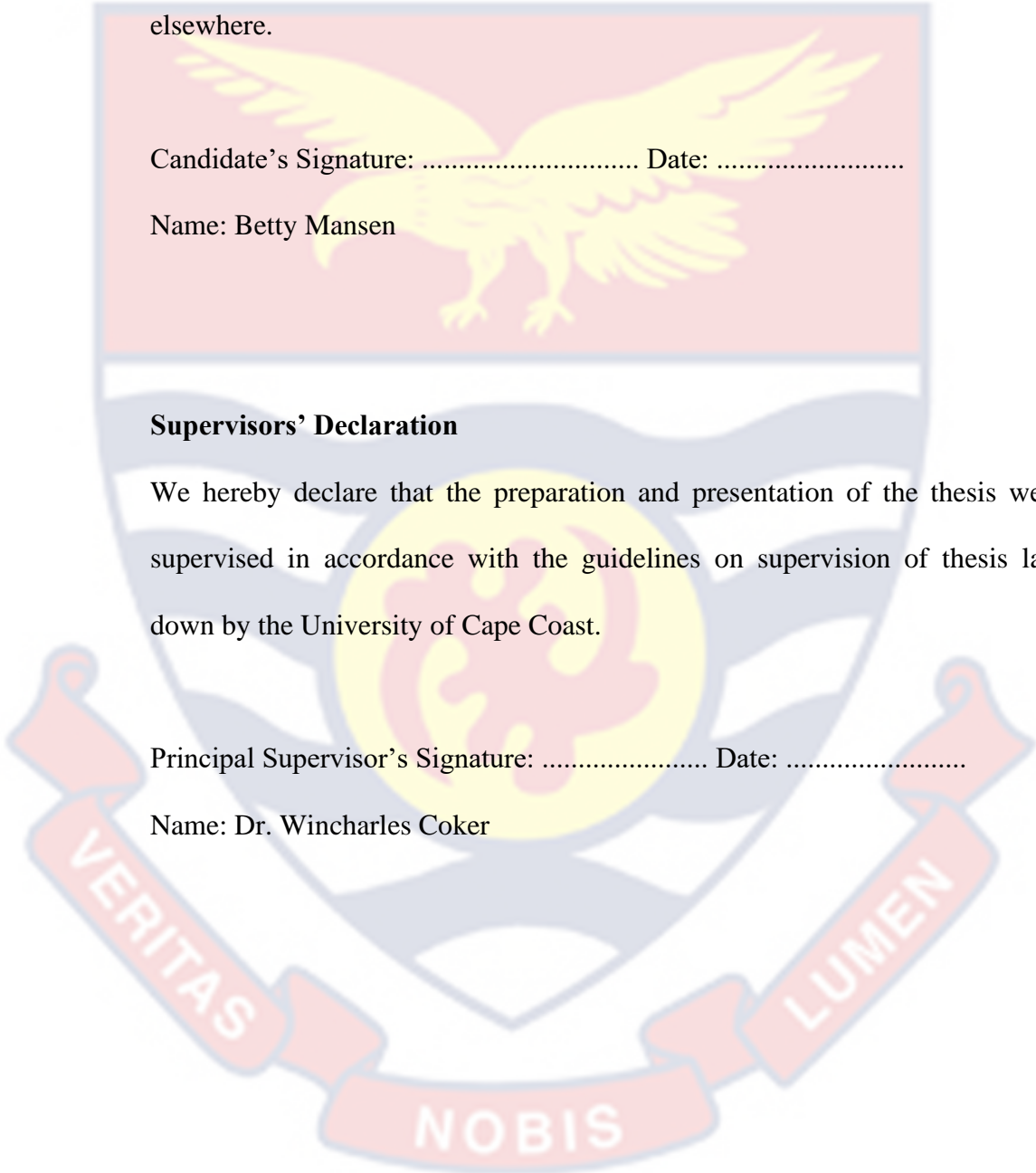
elsewhere.

Candidate's Signature: .... Date: ....

Name: Betty Mansen

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid

down by the University of Cape Coast.

Principal Supervisor's Signature: .... Date: ....

Name: Dr. Wincharles Coker

ABSTRACT

A huge body of literature exists on the application of new media technologies in enhancing instructional delivery. However, not much has been written on how students deploy new media and the gratifications they derive from them, especially in off-classroom spaces. The purpose of this study was to explore how first-year students of Cape Coast Technical University use new media tools in studying Communicative Skills outside the classroom. The qualitative case study purposively sampled 30 first-year students of CCTU, using a semi-structured interview guide. Drawing on the theory of uses and gratifications, the study uncovered six main benefits of CCTU's students' use of new media in the study of Communicative Skills in off-classroom settings. These were cognition of concepts, communication, access to resources, collaboration and participation in learning, and handling of assignments and exercises. The study also found that misuse of technology, poor network infrastructure, resistance to change and poor feedback were the main challenges the students encountered in their use of new media. The study concluded that new media tools provide self-regulated learning opportunities for students to study Communicative Skills. Recommendations in relation to media use and their implications for teaching instructional communication, in general, and Communicative Skills, in particular, are given.

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A number of people contributed to the success of this thesis that deserves my appreciation. Without them, this work would not have been successful. Firstly, I would like to express my gratitude to my supervisor, Dr. Wincharles Coker for his constructive criticism and helping to improve this project.

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Finally, to the students of Cape Coast Technical University, who contributed to the successful completion of this thesis. I say thank you for the outstanding support. To all my COMSSA UCC family, I say let us keep soaring until we meet at the top.

DEDICATION

To my dear children, Kelvin Klenam Boye, Nicole Delali Boye and Emmaline
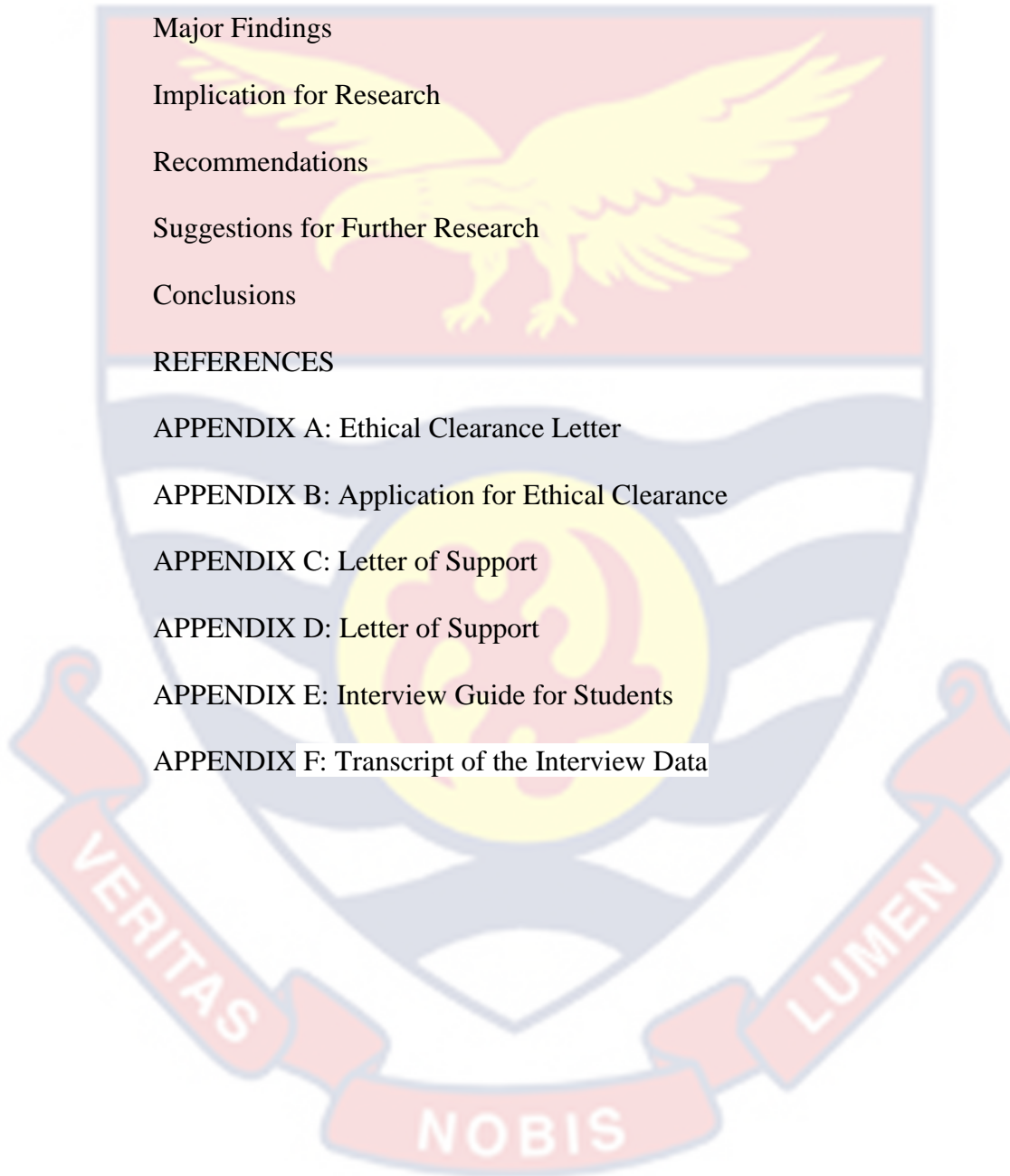
Sika Boye

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CHAPTER ONE

INTRODUCTION

Background to the Study

The advancement in technology has drastically influenced every sector of society including education (Siapera, 2018). The enormous benefits and possibilities created by technological tools such as video conferencing tools, data analytical tools among others have tremendously revolutionized education from conservative classroom bound to dynamic online and offline classroom experience (Siapera, 2018). According to Manovich (2001), new media is the result of the confluence of the computational logic exhibited by computers and the communicative logic exhibited by the media. In other words, Manovich (2001) conceptualized new media as a convergence of technology and media in the form of computerized system enabling mediated communication among people. In an elaborate manner, Siapera (2018) opined that new media has attributes such as computational logic, communicative logic, connectivity logic and sociality logic generally characterized new media. The computational logic refers to the reliance on web 2.0 technology and the communication logic focuses on the enhanced communication created by new media products. The connectivity and sociality logic focuses on the interactivity function of new media and its products. Therefore, new media includes the characteristics of digital, online, and social media. It encompasses interaction between users, access to internet content, and the use of applications and software for operation. It also incorporates communication through the creation and transmission of content.

One dimension of new media that is gradually gaining ascendancy is mobile media. According to Siapera (2018), portability and personalization further introduce an element of continuous availability, as mobile media make us available across boundaries of space and time. Siapera (2018) added that Android's release as an open-source tool was intended to 'bring the internet developer model to the mobile space and to create and open ecosystem, offering 'more compelling services, rich internet applications and easier-to-use interfaces, ultimately creating a superior mobile experience' (Open Handset Alliance, 2007, p. 25). The diffusion of mobile phones has propitiated its efficiency as cogent medium for communication and educational activities. Especially at the tertiary level, students are expected to access information, interact with others, and participate in classes and many others through using their smartphones. According to a survey by e-Marketer, there are about 4.30 billion mobile phone users worldwide in 2016, which is 58.7% of the global populations. This proliferation of mobile phones has come with three main factors: aggressive nature of smartphone manufacturers, the notion of built-in obsolescence and its environmental cost, the continued reliance on the exploitation of resources and the use of exploitative labor in maturing these devices.

The blessing of new media, especially the mobile media aspect of it, has been the provision of off-classroom learning experience for students. Bharathy (2015) conceptualized new media as a communication system whereby media platforms are accessed through the Internet and used for the purpose of creating content, modifying content, and sharing information using a digital device. New media has been the subject of considerable research

interest and key concern in educational delivery (Allen, 2017). New media has impacted the way teaching and learning is carried out today (Tenaw, 2015). Zoom lesson, Facebook post, emails among others point to the fact that there is a symbiotic relationship between technological advancement and education (Mpungose,2023; Tenaw, 2015). Also, Manovich (2002, p. 5) has defined new media as cultural objects "which use digital computer technology for distribution and exhibition". According to Chung and Rimal (2016), new media generally refers to emerging information and communication technologies and applications such as mobile phones, the Internet, streaming technologies, wireless networks, and the high-quality publishing and information-sharing capacities of the World Wide Web. Hugill (2018) posit that the beauty of the media is that different resources that would have been accessible through different devices could be accessed through a single digital device. Influence of the new media cannot be underrated although use and output of the media could be assessed based on users' behaviour.

The use of new media in educational delivery plays a significant role and cannot be overemphasized. In the global contemporary world, concerns have been raised about the use of digital technologies in the teaching of courses such as Communicative Skills to students.

In teaching and learning, the use of the new media encourages communication between teachers and learners but the issue of "digital divide" stands as a barrier to effective modern teaching and learning in schools (Taylor, 2016). This will enhance quality learning process and hasten the development of the education sector (Bahrani, et al. 2014). The issue of development in any society is impossible without putting education of the

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people in proper perspective. When the people are educated, reasons behind development policies may become clearer and better. Communication is the bedrock of the education sector. It is basically what makes the existence of man meaningful and purposeful. Communication is a purposeful venture which could cause transformation.

The application of technology to the education sector not only fosters development, but can also make the learning process fascinating, active, and knowledge based. Despite the use of new media technologies in learning, there is yet to be an empirical study on the area of new media use for learning Communicative Skills in the Cape Coast Technical University.

Communicative Skills Course in Cape Coast Technical University

The communication education in Ghana has been greatly influenced by institutional politics (Coker, 2018). While the programme is largely designed to impart students with the needed Communicative Skills (Gborsong et al., 2015), its curriculum and delivery are greatly skewed towards the existing notion of curriculum (Coker, 2018).   According to Coker (2018), the communication curriculum in general is largely formalistic and mimetic in form and delivery. The curriculum is formalistic because the mode of approaching language teaching and learning is following the existing form of writing a text. The arrangement and structure of a text are based on the existing institutional knowledge of genre analysis. It is mimetic because the general assumption is that good writing is a product of good thinking, therefore, there is high emphasis on the area of cognition rather than construction of knowledge (Coker, 2018). Despite these general weaknesses of

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the communication education in Ghana, some institutional differences are worth noting, especially in the study area of the present study.

Cape Coast Technical University has been in existence since 1984 as second cycle institution. Its status as a higher educational institution with the mandate to offer programmes in engineering and applied sciences and arts and many others came in 2018 through the Act 974 of amended Technical Universities Act 2016 (Act 922) (Student Handbook, 2020). As part of the Department of Liberal and General Studies services, the Communicative Skills course is part of the courses offered for students in their first year. The department has the vision to train competent and enthusiastic graduates who will contribute to job and wealth creation of the nation in every sector. One of the main ways of achieving this vision is to train students to be proficient in the use of English language. The Communicative Skills course at Cape Coast Technical University has emphasized language proficiency such as grammar topics like concord, ambiguity, sentence construction and modifiers (Gyasi, et al 2011). Also, the Communicative Skills course emphasizes technical skills in writing and reporting. The course is structured for two semesters with first semester focusing on the use of English language and second semester focusing on genre types with emphasis on the functional discourse types. The course currently taking over 1000 students per year and the full time staff of the department is five with eight part time lecturers.

The performance of students in the Communicative Skills course, according to the students' records of the school, is not encouraging (Communicative Skills Examination Report, 2022). While the factors contributing to this phenomenon of low performance are not known in

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literature, the present study focuses on how new media tools could be used outside the classroom spaces to benefit the students at Cape Coast Technical University.

Statement of the Problem

Education world is changing immensely with the emergence of new media technology. Glover et al., (2016) assert that technology has transformed the way students learn and the way educators teach, such that it has the potential to improve the learning experience of students. In this regard, higher education is not excluded from such rapidly changing technological advancements (Dumpit & Fernandez, 2017). The academic field has become increasingly aware of the remarkable capabilities of new media in terms of improving the learning experience (Sánchez et al., 2019). New media including social media can be employed for many purposes in academic environments such as encouraging student interaction, providing supplementary help, providing course-related information, and encouraging class discussion boards.

However, even with the valuable advantages associated with using new media, universities are not actively adopting it despite the fact they may not suffer from vulnerable infrastructure to integrate new media with their learning platforms (McHaney,2023). Perez et al. (2023) and Hew (2011) explained the lack of adoption of new media in education to be because new media tools are considered as useful for socialization rather than education. Nonetheless, studies have found new media tools as useful for pedagogical purpose (Tenaw, 2015), communication (Maranzani, 2022), and research purpose (Johnson, Levine, & Smith, 2009). New media technologies help

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teachers and students meet modern learning curricula needs and is vital part of the Common Core State Standards (Martin, Diaz, Sancristobal, Gill, Castro, & Peire, 2011; Nikirk, 2012). The emergence and deployment of different web-based technologies in education cannot be underemphasized. New technologies support learning and provide a platform for teachers to impart knowledge to students using a combination of visual, auditory, and tactile opportunities to create, modify, and share knowledge (Naidu, 2003).

Some students are not savvy with technology and many more struggle with understanding how to communicate effectively in these new spaces. Even if remarkably high percentages of students' report using technology, it does not mean they know what they are doing. To prepare students for the world they will inherit, students need adult guides and mentors willing to create online learning environments that allow students to rehearse for future performances in social media environments.

Despite the evidence of new media tools such as videos, cartoons, slides, and animation use in aid of effective teaching and learning of second language (Bharathy, 2015; Maranzani, 2022; Bahrani, et al. 2014), little is known about how first year students reading Communicative Skills use new media in off-classroom spacec in their studies of Communicative Skills in Ghana.

Purpose of the Study

The study examined the uses and gratifications students reading Communicative Skills derive outside the classroom at the Cape Coast Technical University. The selection of Cape Coast Technical University was to analyze how technical university, who are somewhat considered

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communicative less competent in popular discourse, study Communicative Skills. This decision informed the choice of Communicative Skills course as a course for the present study. Three research objectives drove this inquiry. The first explored the uses and gratifications of new media among students in learning Communicative Skills outside the classroom. The second objective sought to examine strategies of the use of new media among students of Communicative Skills at the Cape Coast Technical University while the third research objective was to examine challenges associated with the use of new media tools in learning of Communicative Skills by students of the Cape Coast Technical University.

In line with the objectives, the following research questions guided the conduct of the study:

1. What are the uses and gratifications of the use of new media among students in learning Communicative Skills?

2. What are the strategies of the use of new media among students in learning Communicative Skills?

3. What are the challenges associated with the use of new media tools among students in learning Communicative Skills at the Cape Coast Technical University?

Significance of the Study

The study is significant for three main reasons. First, this study is a modest contribution to understanding uses of new media tools as an approach to realizing the goal of teaching communicative competence among students beyond the classroom setting. Canala (2014) argued that the main goal of communicative language teaching is to inculcate communicative competence.

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Alalwan (2018) found that new media tools accommodate the learners' communicative intentions, learning needs and interests.

The second relevance of the study is the fact that it will contribute to the development to the theory of Uses and Gratifications theory to understand how Communicative Skills students at Cape Coast Technical University use new media to gratify their needs in their educational cycles

Finally, this study contributes significantly to practice by positioning new media tools which are instrumental in educational achievement of Communicative Skills students of Cape Coast Technical University. The Technical University would use the findings to improve the development of the school's infrastructure and also enhance the development of student - lecturer support programs from the school. Lecturers may use the findings to create awareness and improve the new media use rates among students and lectures at Cape Coast Technical University and possibly in other Technical Universities in Ghana.

Organization of the Study

The study was organized into five chapters. Chapter one laid the foundation upon which the entire study rests. This was done by articulating among the following: background to the study, the statement of the problem, the purpose of the study, research questions and significance of the study. Chapter Two projects a detailed discussion of the literature review, the conceptual and theoretical framework. The review of related literature takes into consideration the historical background of new media uses in instructional communication. This is followed by a discussion of some empirical studies conducted in specific cultures. The chapter ends by discussing the conceptual

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and theoretical framework that underpins the present study. Chapter three presents the methodology which includes research design, research paradigm, population, sample size and sampling technique, research instruments, data collection, analysis technique and ethical approval. Chapter four comprises data analysis, interpretation and discussion of the new media use in off class learning. Here, a thematic analysis of the data is employed. Chapter five presents a summary, conclusion, recommendations and suggestions for further studies.

Conclusion

This chapter presented the background of the study and clearly established the research gap that necessitated the present study. The chapter also presented the research purpose and objectives as well as the significance and organization of the entire study.

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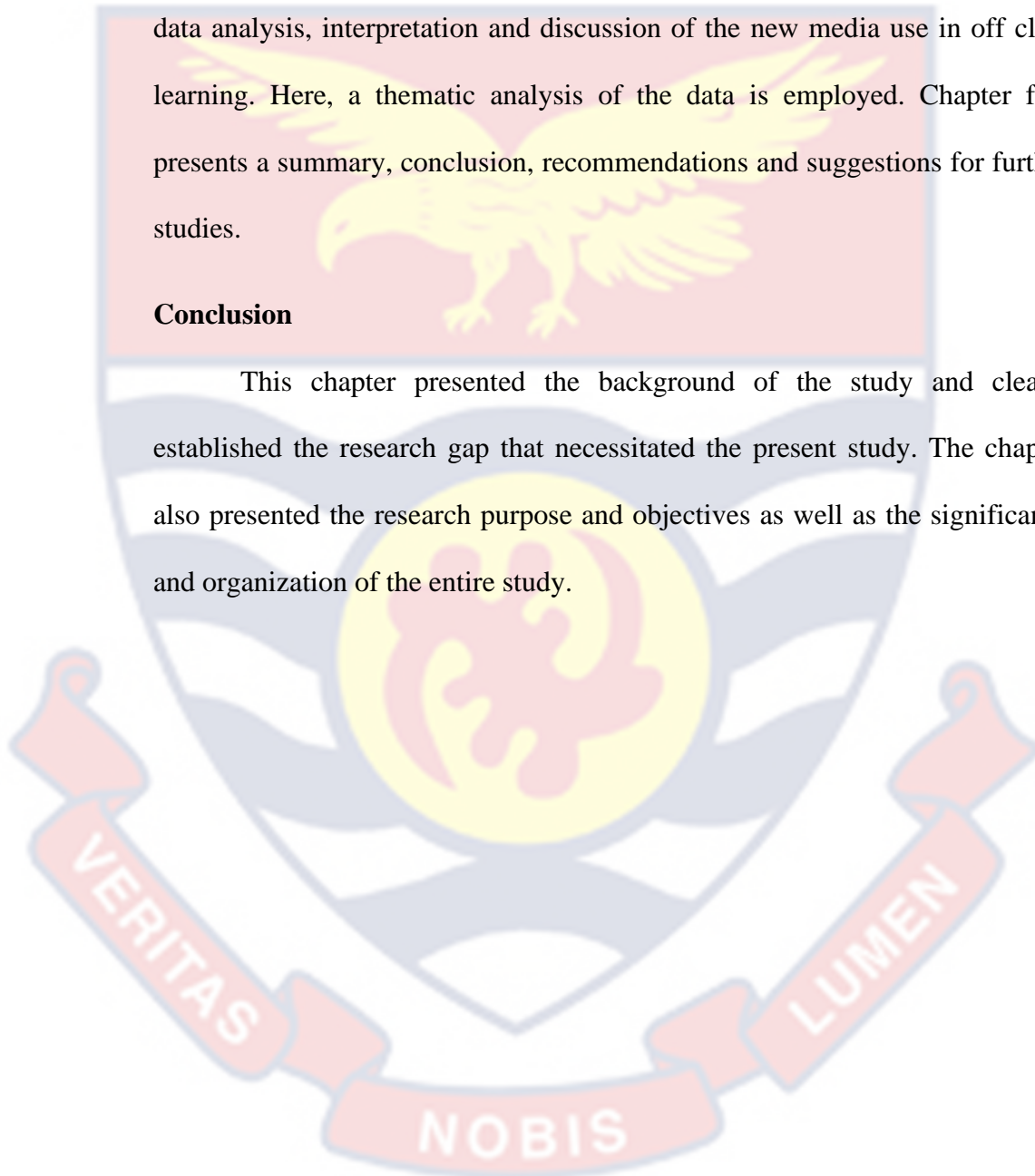
CHAPTER TWO

LITERATURE REVIEW

This chapter reviews related literature on new media use in educational delivery. Also, empirical studies on the use of new media in specific cultures are reviewed in order to demonstrate how the present study is both similar to and different from previous research. Finally, the conceptual and theoretical frameworks of the study are discussed, emphasizing their usefulness to the analysis and interpretation of the data.

Review of Conceptual Issues

New Media

New media encompasses a diverse and rapidly expanding array of digital, interactive platforms and applications that have profoundly transformed communication, information sharing, and educational practices (Lister et al., 2009). A wide spectrum of new media tools hold potential for enhancing teaching and learning. Prominent examples according to Freberg (2021) include social networking platforms like Facebook, Twitter and LinkedIn; media sharing sites such as YouTube, Instagram and Pinterest; collaborative editing tools like Google Docs, Microsoft Office 365 and wikis; blogs and microblogs; video conferencing apps like Zoom, Skype and Google Meet; and search engines like Google and Bing. Expanding on this, new media allow users to create public or semi-public profiles, articulate connections with other users, post status updates, share content, and network (Ellison & Boyd, 2013). Major examples are Facebook, Twitter, Instagram, TikTok and LinkedIn. These can be leveraged educationally for discussions,

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collaborations, content sharing, networking and more (Dabbagh & Kitsantas, 2012).

Media sharing sites enable uploading and disseminating textual, visual, audio and video content to mass audiences (Pérez-Escoda et al., 2021). YouTube, Vimeo and SoundCloud are popular examples. Their educational use is multifaceted including accessing instructional videos, sharing learner creations, recording lectures and more (Burke et al., 2009).

Wikis, Google Docs and similar applications facilitate collaborative writing, editing and knowledge management (Forte & Bruckman, 2007). Their editable, communal nature allows constructivist learning through co-creation of knowledge (Wheeler et al., 2008). Blogs provide avenues for individuals to publish content and enable readers to provide feedback via comments (Mynard, 2007). Moreover, Sim and Hew (2010) added that blogs are useful for creating journals, portfolios, resources sharing and open discussions. Videoconferencing tools like Zoom, Skype, Google Meet and Microsoft Teams allow synchronous audiovisual communication and collaboration across distances (Correia & Xu,2020). They enable remote lectures, meetings, collaboration and connection. Search engines permit locating myriad online information sources on virtually any topic (Hargittai et al., 2019). Google and Bing are most popular, providing access to websites, images, videos and more. Developing search skills is vital for navigating this abundance of resources.

Beyond these established examples, new web-based tools tailored specifically for teaching and learning are constantly emerging (Spector, 2013), including:

- Learning management systems (LMS) like Canvas, Blackboard and Moodle for content delivery, communication and assessment.

- Online polls, quizzes and surveys to gauge student knowledge and perspectives.

- Virtual learning environments like Second Life or VR platforms providing simulated experiences.

- Serious games and gamification elements that motivate learning through play.

- Digital portfolios enabling students to curate and share creations.

- Personal learning environments (PLEs) customized from diverse apps and services.

- Automated writing evaluation (AWE) tools providing feedback on student writing.

- And myriad mobile apps across disciplines.

This expanding suite of established and emerging tools, encompassing both general-use technologies and education-specific platforms, illustrate new media's diverse capabilities for enhancing learning, interactivity, creativity, productivity, communication, collaboration and assessment (Johnson et al., 2013). Each technology has distinct affordances and limitations, as well as different learning implications across domains, so purposeful matching to goals is crucial (Koehler & Mishra, 2009). But collectively their transformative potential is immense.

Differences between Social Media and New Media

While often used interchangeably in everyday discourse, social media and new media have some distinct connotations in academic contexts. Social media refers to Internet-based platforms enabling user-created content sharing and social networking (Obar & Wildman, 2015). It centres interpersonal connections, relationships and communities. New media encompasses the multimedia, hypertext-linked, interactive and digital technologies underlying much social media (Lister et al., 2009). It has broader scope, including technologies without a primary social focus like games, simulations and assistive apps. New media artifacts are commonly participatory, nonlinear and networked (Manovich, 2001).

There is a significant overlap in the function of new media and social media. However, their core emphases differ. Social media revolves around social exchanges and networking, while new media refers to technical capabilities enabling interactivity and access. Seo and Park (2018) defined social media as any application that uses the social networking sites to enhance communication between or among people via the networking site. Among the social networking sites that are world known include Facebook, WhatsApp, Twitter, Instagram, LinkedIn among others. These social media sites have their specialty and character limitation. For instance, Facebook allows maximum character of up to 500 words and it accepts texts format in audio, video, words, images, hypertext among others. The application also allows for community building and video and audio call options. LinkedIn is quite official site for building organizational profile and linking people of common interest such as employers and employees, sellers and buyers,

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students and instructors among others. The important role of these social media sites in organizational communication especially PR practice is the fact that the key stakeholders of organizational are presently online. The netizens are no longer an assumption but reality that requires organizations to consider building online profile and relationship with audience via social networking sites.

In education, both facilitate amplified access to information and learner content creation (Redecker et al., 2010). But social media centers social connections, while new media encompasses the wider range of interactive digital tools. As Siemens (2005) argues, learning with new media technologies is a fundamentally social and connected process, enabled by the underlying technical infrastructure. Their affordances are interdependent but distinct.

Uses of New Media

Regarding uses, new media serves multifaceted teaching and learning functions spanning disciplinary boundaries and instructional contexts (Greenhow & Lewin, 2016). At the most basic level, it facilitates ubiquitous access to and sharing of educational content and resources in multiple formats including text, images, audio, video and interactive simulations, enabling engagement with limitless information (Greenhow & Lewin, 2016). Hyperlinking between online resources promotes non-linear, self-directed learning pathways. Tagging further enables collective information management.

New media also enables highly interactive educational experiences via games, 3D virtual environments, augmented reality and participatory simulations that provide experiential, constructivist learning opportunities through play, exploration and experimentation (Merchant et al., 2014). Immersive experiences can enhance engagement, motivation and interest.

Another fundamental use is facilitating communication, collaboration and community building between students, instructors and even external experts via digital interaction platforms like discussion forums, messaging apps, videoconferencing tools and online learning communities (Gikas & Grant, 2013). This social construction and sharing of knowledge aligns with connectivist and constructivist paradigms based on collective meaning-making (Whalen, 2020).

New media also presents unprecedented creative possibilities for learners to become producers rather than just consumers of content, enabling development of design thinking, digital literacy and multimedia production skills (Hobbs, 2017). Digital storytelling, podcasts, animation, infographics, videos and other modalities allow learners to express themselves.

Other key applications include data visualization, computer programming, personalized and adaptive learning, competency-based assessment, analytics-driven feedback, and more (Ifenthaler & Schweinbenz, 2013). It provides expanded options for instructors to create blended and hybrid learning environments integrating online and in-person instructional elements in flexible ways (Graham, 2006).

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These diverse established and emerging uses illustrate new media's potentially transformative capabilities as dynamic teaching and learning tools—if deployed thoughtfully and aligned to pedagogical goals (Conole, 2013). But mere provision of technology does not automatically improve learning outcomes; contextual factors like teacher readiness and institutional culture are critical for success (Tondeur et al., 2017). Continued research on effective practices is needed across various subjects, levels and learners.

Perceptions of New Media Use

Instructors and students may have favorable or more cautious perceptions regarding the appropriate role and value of new media technologies in education depending on personal experiences and dispositions.

Some studies reveal instructor belief that thoughtfully integrating new media tools can enhance student motivation, engagement, creativity, communication skills, critical thinking, and collaborative capabilities (Tess, 2013). But skeptical or uncertain mindsets on their tangible benefits for learning persist among some faculty, especially veteran teachers, subject to epistemic beliefs and technological self-efficacy (Kimmons & Hall, 2018). Anxiety, low confidence and training gaps impede adoption (Brun & Hinostroza, 2014).

Student views on upsides and downsides of new media integration also vary (Gikas & Grant, 2013). Digital natives accustomed to technology appreciate its flexibility, interactivity and efficiency. Yet concerns around distractions, complexity, isolation and credibility shape reluctant attitudes, especially when integration is not optimized (Ng, 2020). Over-reliance on edutech is seen negatively.

Perceived relevance, ease of use and usefulness strongly influence user acceptance and adoption behaviors as per the Technology Acceptance Model (Park, 2009). Both skill levels and subjective attitudes play a role (Teo, 2011), along with age, personality and disciplinary differences (Katz & Shafrir, 2017). Self-efficacy facilitates positive perspectives (Joo et al., 2018). Ongoing exposure and training shifts cautious mindsets (Abdullah et al., 2013).

Overall, conflicting optimistic and skeptical perceptions exist, reflecting complex realities in effectively leveraging new media tools c Careful research on user perspectives is vital for tailored integration supporting learners' needs and sensitivities without undervaluing technologies' affordances or overstating their risks (Selwyn, 2016).

Challenges of New Media Use

Integrating new media in education poses significant challenges requiring careful mitigation. A major issue is digital distraction from multitasking, hyperlinking and notification overload. Continuous partial attention replaces deep focus. Information overload also overwhelms limited cognitive capacity. Developing conscious media management habits is essential (Haythornthwaite & Andrews, 2011; Ravizza et al., 2014; Walton, 2017). Excessive screen time results in mental fatigue, impacting learning and well-being (Kirschner & van Merriënboer, 2013). Techno-dependence robs students of agency (Selwyn, 2016). Social isolation and depression may increase if over-reliant on technology (Allen et al., 2014). Assessing credibility of online sources necessitates new media literacy skills (Metzger,

2007). Motivation and engagement can also decrease without optimal integration aligned to pedagogical needs (Chen & deNoyelles, 2013).

Technical challenges like network failures, software glitches and cost barriers persist, causing disruptions (Bolliger & Wasilik, 2009). Instructors may resist changing pedagogical practices requiring new technology skillsets (Howard et al., 2018). Lack of training, design, support and vision hamper adoption (Tondeur et al., 2017). Ongoing research, professional development and UX refinements are needed to address obstacles (Nikolopoulou & Gialamas, 2016).

Thus new media poses risks requiring thoughtful mitigation. However, rejecting technology is not the solution; moderation is key (Lai & Hong, 2015). With careful implementation tailored to learning needs, new media can enrich instruction (Bower, 2019). An evidence-based, learner-centered approach balancing benefits and limitations is crucial (Jowallah et al., 2018).

In summary, literature analysis reveals new media's multidimensional impact on contemporary education, opening immense possibilities but also requiring careful navigation of complex tensions and risks. Avoiding polarized perspectives, ongoing empirical research is essential to develop nuanced understanding of how to effectively harness new media in contextually sensitive ways that fulfill its learning potential while proactively addressing areas of concern. The path forward lies in evidence-based, pedagogically-grounded innovation and continued exploration of emerging issues and technologies.

Review of Empirical Studies

This section focuses on review of empirical literature that is related to the present study. The review is organized into themes in order to draw relationship with the past and present study.

Studies on New Media Uses and Perceptions

Numerous studies centred specifically on new media platforms and applications reveal both favorable and cautious student and faculty perceptions regarding their educational uses. Focusing on undergraduate students, Duffy (2011) surveyed 403 American learners and found they appreciated new media features enabling collaboration, flexibility, accessibility and access to supplemental learning resources. However, risks of distraction and questionable credibility of user-generated new media content posed concerns. Based on the findings by Duffy (2011), it is clear that the adoption of new media among students is influenced by the extent to which students perceive the tools as flexible, accessible and resourceful. Nonetheless, Duffy's (2011) work was based in America which is entirely a different context from the Ghanaian context. The need to ascertain how such variables influence adoption of new media tools among Ghanaian learners is quite useful for confirmation or addition to the available findings of Duffy (2011).

In another study, Razak et al. (2018) interviewed 43 Malaysian degree students who viewed new media networking sites positively as improving communication, self-directed learning, writing skills development and access to information. However, credibility assessment of sources and privacy/ surveillance risks emerged as major concerns. Razak et al. (2018) study was quite revealing in that it provided evidence of how new media tools are

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relevant in meeting communication, learning and information access needs of students. The lapse in Razak et al. (2018) work was the lack of use of theoretical framework like uses and gratification to insightfully explain the findings. The present study overcomes such challenge by introducing two theories, thus uses and gratification theory and Technology acceptance model, to understand the findings of the new media tools use among learners. Besides the theoretical weakness, the context of Razak et al. (2018) study differs from that of the present study hence the need for further study like this to corroborate the existing evidence.

In a more elaborate study encompassing more than one nation, Sobaih et al. (2016) surveyed 372 college students across five Arab countries. Based on quantitative analysis of the data, the authors discovered there is a broad agreement on enhanced engagement, knowledge sharing, communication and collaborative learning. Also, the authors noted regional differences in specific platforms used and extent of usage. Sobaih et al. (2016) study is useful in understanding the transnational relevance of new media tools in educational cycles. The fact that the uses were found to be broadly shared suggests uniformity in the expected relevance and uses of new media tools among students as expected by new media tool inventors and creators. Also, Sobaih et al. (2016) acknowledgment of differences in new media tools use and the extent of use provide justification for regional or national differences in the adoption and use of new media tools. It is therefore, anticipated based on Sobaih et al. (2016) that the present study will find some convergence and divergence in the use of new media tools in Ghana and elsewhere. For instance, in the Indonesian context, Suprianto et al. (2019) surveyed 415

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vocational teachers, revealing perceptions that new media benefitted teacher-student interactions but was less impactful on student creativity and critical thinking.

From the instructor perspective, Akar (2022) interviewed 17 Turkish faculties who saw new media as increasing student participation and engagement but also enabling plagiarism and inappropriate access to students' personal information. Hamid et al. (2015) surveyed 375 instructors across 20 Saudi universities, finding perceptions that online media including social networks increased learner motivation and participation but decreased academic integrity.

Beyond just new media platforms, studies examining perceptions of new media in education, more broadly have also uncovered multidimensional findings. In the Nigerian context, Ifukor (2010) surveyed students on uses of new media, finding prevailing needs for entertainment, socialization, information and self-actualization. Gidado and Akporehwe (2014) also surveyed Nigerian students reporting enhanced access to learning materials, academic communication and global awareness from engagement with online media. Focusing on Ghana, Naami (2015) interviewed university students who favored new media's ubiquity, interactivity and flexibility but disliked its distractions and health risks.

Likewise, Briggs (2015) applied a mixed-methods approach to study new media perspectives among Ghanaian faculty and students. Questionnaire data revealed favorable views on interactivity for learning. But interviews uncovered concerns about information credibility, plagiarism and over-reliance on technology. Quantitative findings also showed younger faculty

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held more positive attitudes regarding new media benefits. In South Africa, Brown and Czerniewicz (2010) surveyed students finding educational use centered more on mobiles for communication than formal learning. And Chinyamurindi (2018) interviewed university educators who felt new media enabled student-centered approaches but required monitoring for quality and plagiarism risks.

Collectively these studies provide useful comparative insights into student and faculty perspectives on the pros and cons of new media applications in diverse educational settings, revealing a complex interplay of cultural factors shaping perceived usefulness. Across these African studies, students and faculty views recognize helpful features but are tempered by concerns about distraction, credibility and dependence on technology.

Studies on Students New Media Learning Strategies

Shifting focus to the learner perspective, Mtebe and Raisamo (2014) surveyed 258 Tanzanian university students on their instructional strategies using new media. Findings indicated self-regulated learning skills like goal-setting, self-monitoring and help-seeking were crucial for effectively navigating online environments. Their study suggests developing students' metacognitive skills in learning with new media is an important consideration that needs to be overtly cultivated.

Likewise, Steel (2012) interviewed Australian language learners regarding their self-directed mobile-assisted language learning practices outside of class. Students described habits like accessing authentic content, repeated exposure through mobile playback, vocabulary memorization apps

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and multimedia content production. Learner-driven e-learning strategies present opportunities instructors could build upon pedagogically.

In summary, these studies provide insights into some faculty and student strategies for new media integration. But most examine specific technologies in isolation. Holistic studies on interrelated new media ecosystems remain limited. Diverse African contexts are also underrepresented, justifying further exploration.

Studies on Students' Informal New Media Practices

While faculty adoption has been examined, fewer studies have explored students' informal, self-directed new media practices for learning outside the classroom. Gachago et al. (2013) surveyed South African students on their educational social media uses, revealing peer learning and support networks supplemented formal instruction. Students valued the connectivity, flexibility and knowledge sharing, though credibility assessment was crucial. In the American context, Junco et al. (2011) quantitatively studied students Twitter use, showing increased engagement and grades for those leveraging it for class-related communications and resource sharing. However, benefits depended on clear guidance on constructive integration.

Ivala and Gachago (2012) interviewed students in South Africa who relied heavily on smartphones and social media for collaborative learning and access to resources. Convenience and connectivity were prized features, showcasing unstructured educational uses. Understanding these informal peer-driven, new media practices provides insights into how institutional integration initiatives could build upon existing learner behaviors while avoiding disparities.

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Studies on Challenges of New Media

Gikas and Grant (2013) qualitatively studied students and teachers at an American university using interviews and observations. Key issues that emerged included digital distraction impeding student focus, technical problems, and inappropriate or off-task use of devices during class time. Managing these behaviors posed challenges for instructors attempting to meaningfully integrate technology. Similarly, Steel (2012) interviewed Australian academics who felt students' extensive new media use during lectures deflected attention from content and learning activities. Excessive checking phones for notifications were commonly witnessed. Instructors struggled to reengage distracted learners. These studies confirm that there are challenges associated with the use of new media. In the present study, I highlighted some challenges that are peculiar to the Ghanaian context.

Highlighting mobile device misuse issues, Omede (2014) analyzed policies at five Nigerian universities and uncovered only vaguely defined rules unable to comprehensively address pervasive classroom disruption from inappropriate student mobile phone use. Weak enforcement mechanisms compounded this policy gap. Steel (2015) surveyed academics at an Australian university where a majority viewed students' new media overreliance as encouraging unsuitable informal sources, plagiarism and limited critical analysis in academic work. However, Teo and Zhou (2022) qualitatively studied Canadian students who displayed nuanced evaluation skills in assessing source credibility on social media and Wikipedia. Discrepancies in perceptions of students' source credibility evaluation capabilities are concerning and warrants further examination. In the Ghanaian context, mobile

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phone as a distraction is considered within the second cycle level not the university. It is therefore, expected that university students should be able to handle the distraction associated with mobile use among adults.

In the same Canadian context, Dahlstrom and Bichsel (2014) surveyed undergraduate students, finding reveals 72% felt uncomfortable when instructors appropriated their personal social media profiles and content for educational purposes without consent. This raises ethical risks requiring policies and codes of conduct.

Mtebe and Raisamo (2014) surveyed students in Tanzania where limited device access and internet bandwidth constrained effectiveness of institutional new media integration initiatives. Beyond the learner perspective, Mtega et al. (2014) argue challenges also stem from broader systemic and infrastructural deficits that need addressing beyond just changing student behaviors. Echeng et al. (2013) found similar technology access and support gaps impeding faculty adoption across Nigerian universities. While these studies highlight legitimate risks and barriers, Akdag and Ozkan (2017) argue challenges reflect ineffective new media integration practices, rather than the technologies themselves. With proper usage aligned to learning goals, pitfalls can be mitigated. However, concrete pedagogical strategies for addressing barriers require further research.

Studies on New Media Professional Development for Educators

An emerging area of research examines new media professional development initiatives aimed at enhancing faculty integration practices. Focusing on Africa, Lubua et al. (2022) studied an intervention at a Tanzanian university using workshops, seminars and mentoring to build lecturers' digital

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literacy and instructional design with new media tools. Surveys showed increased skill levels and tool adoption post-training.

Studies on Faculty Adoption of New Media

Beyond studying perceptions, some studies provide useful insights into factors influencing faculty adoption and integration of new media tools in teaching practices.

In the Chinese context, Zhong (2022) surveyed university educators, finding prior experience with technology, pedagogical beliefs and perceived usefulness predicted integration intentions. Leadership support, technology self-efficacy, organizational climate and subjective norms also emerged as facilitators. However, inhibitors like training gaps and workloads constrained actual usage.

Focusing on Web 2.0 tools, Ajjan and Hartshorne (2008) investigated determinants of faculty adoption decisions through a US survey. Practical usefulness and compatibility with instructor beliefs and needs strongly predicted intentions to integrate wikis, blogs and similar platforms. Peer and student influences had minimal impact. Likewise, Buchanan et al. (2013) interviewed British faculty across disciplines and uncovered individual preferences and experiences, workloads, organizational norms, policy drivers and availability of support resources shaped complex, context-sensitive new technology adoption decisions. A rich qualitative understanding of these dynamics emerged.

In the Malaysian context, Wan et al. (2022) surveyed instructors' New media usage, finding disciplinary differences influenced extent of integration. Science faculties were more extensive users compared to social science peers.

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Age, experience and self-efficacy also moderated adoption. Collectively, these studies demonstrate new media integration as a complex, contextually situated phenomenon. More research on the sociocultural drivers and barriers influencing usage across diverse institutional settings is warranted.

Studies on Faculty New Media Integration Practices

From the faculty perspective, Sobaih and Moustafa (2016) qualitatively analyzed practices of 15 professors at an Egyptian university through interviews, finding new media facilitated improved content delivery, expanded instructor-student communication channels, collaborative learning and enhanced learner autonomy. Focusing on Web 2.0 tools, Shukor and Noordin (2014) surveyed Malaysian lecturers who leveraged wikis, YouTube videos, new media networks and other technologies for improved teaching and learning. Benefits included increased student participation, engagement, peer learning and development of information literacy and collaboration skills.

In the Saudi context, Hamad (2017) studied how female faculty integrated new media through a qualitative case study. Findings revealed it was used to share course announcements, materials and multimedia resources. WhatsApp groups supported out of class communications and discussions. Challenges like privacy concerns were also noted. While these studies provide examples from the Global South, Smith (2016) surveyed 442 K-12 teachers in America integrating blogs for instruction. Key benefits reported included developing students' content creation abilities, writing skills, digital literacy and engagement through collaborative peer feedback mechanisms.

Studies on International Comparisons

Some studies have conducted cross-cultural comparisons revealing similarities and differences in new media applications and perceptions across educational contexts. Focusing on Europe, Suárez et al. (2018) surveyed students in Spain and Colombia to compare new media usage. While online behaviors were broadly similar, Colombian students were more accepting of academics following them on social media to monitor participation. Preferences for specific platforms also varied with local cultural trends. Likewise, Hamid et al. (2016) contrasted Australian and Malaysian teacher attitudes regarding classroom new media integration. Malaysians displayed greater wariness about distraction risks, privacy and student-teacher social media connections. Australian teachers were relatively more open to leveraging new media for collaborative learning.

In the Middle Eastern context, Sobaih et al. (2016) surveyed university students across five Arab countries – Algeria, Egypt, Lebanon, Saudi Arabia and United Arab Emirates. While overall student usage and perceptions were largely comparable, nuanced differences prevailed both between and within nations based on local cultural norms regarding appropriate technology use and etiquette. Bytheway (2014) qualitatively compared Japanese and American students' educational new media uses through interviews, finding Japanese reluctance about online public sharing contrasted to American openness cultural traits. Educational technology integration strategies need alignment with learner values, emphasizing cultural sensitivity. These comparative studies exemplify how geographic and cultural contexts shape new media perspectives and practices. However, direct comparisons between

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students in African nations using consistent methods remain scarce, representing a literature gap.

In the context of language learning, new media has been useful. A subset of research examines new media integration specifically for language teaching and learning, providing useful insights related to this study's communicative skills focus. In the Chinese context, Lin et al. (2016) quantitatively studied microblogging for secondary English education. Students reported enhanced engagement, writing skills and cultural awareness. However, instructors noted concerns about information credibility and digital distraction. Integrating microblogging on new media positively aided multimedia language acquisition. Likewise, Shafique and Anwar (2021) surveyed Pakistani university English students on using new media for learning. Most felt it improved vocabulary, expression and confidence interacting internationally. Favorable attitudes prevailed but training needs arose. Once again motivation and engagement emerged as key benefits alongside risks.

In Taiwan, Shih (2011) qualitatively explored college teachers' Web 2.0 integration for English teaching, revealing practices like social annotation tools, blogging and podcast creation fostered meaningful learner-centered engagement. However, student digital literacy proficiencies varied. Multimodal production activities amplified communicative competencies. And Zhang (2022) surveyed Chinese university faculty using mobile new media for English education. Listening and speaking skills improved through social interactivity. But platform addictiveness and student misuse were common

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challenges. International comparison of language learner and instructor new media perspectives merits further examination.

Overall these studies confirm new media platforms facilitate amplified target language communication, output and cultural exchange integral for language acquisition. However, cultivating students' self-directed learning abilities is essential to mitigate risks and align usage to pedagogical goals. Further research on evidence-based new media language learning strategies would provide helpful guidance.

Also, the relationship between new media and writing has been explored by some scholars. Surveying American high school teachers, Gaines (2021) found that 75% leveraged digital tools like online collaborative writing platforms, spelling/grammar checkers and essay scoring algorithms to enhance student writing skills. Benefits included iterative refinement, personalized feedback and metacognitive skill building. However, risks of plagiarism and overreliance on automated systems prevailed. In the Saudi context, Rashtchi & Porkar (2020) studied use of WhatsApp for teaching EFL academic writing. The platform engaged students through multimodal communication and interactivity. Peer feedback in chat groups improved collaborative writing. However, maintaining student focus on tasks emerged as challenging.

Wikis are another popular platform studied for writing skill development. Xu et. al (2021) conducted a meta-analysis finding wikis improved writing fluency, accuracy and collaboration but lacked impact on grammatical complexity. Effects were most significant for lower proficiency learners. However, student reluctance and technical difficulties posed barriers. Focusing on blogs, Lin et al. (2016) surveyed Taiwanese high school English

learners, finding positive impacts on writing quality, critical thinking, and online communication skills from educational blogging activities. However, teachers needed to provide scaffolding for reluctant participants. Blogging presented an authentic communicative context aiding writing growth.

These studies reveal how networked new media tools can support collaborative, self-directed writing skill enrichment grounded in social constructivism and communities of practice. However, varying learner proficiencies necessitate differentiated support and integration. Additional research within African university contexts would be beneficial. Empirical studies underscore both favorable and cautious student and faculty views regarding uses and benefits of social media and other new media tools. Enhanced engagement, communication, collaboration, creativity and access to resources are commonly cited advantages. However, risks of distraction, dependence, technical barriers, credibility issues and plagiarism also arise. Effective integration aligned to learning goals is crucial for optimization.

Faculty adoption decisions and informal student learning practices center individual preferences, experiences and self-efficacy, modulated by disciplinary, institutional and cultural norms. Tailored professional development addresses gaps impeding new media integration. Comparative research reveals contextual differences across geographic settings. For language and writing skill development specifically, new media presents interactive social contexts enabling authentic communication, output and feedback central for growth. But focus, quality and access disparities require redress through differentiated support.

Overall, research underscores new media technologies' immense yet complex capacity for reconfiguring teaching and learning. Avoiding polarized perspectives, nuanced examination of evidence-based effective practices across diverse settings can inform context-sensitive integration fulfilling the promises while proactively addressing the pitfalls. As applications continue evolving, ongoing pluralistic research is imperative.

Theoretical Frameworks

The study was guided by the Uses and Gratification theories. The choice of this theory was based on its relative relevance to the understanding of the study. The Uses and Gratification theory provides illumination into the use and gratification elicited from new media tools by students.

Overview of Uses and Gratification Theory

The Uses and Gratifications theory, which was developed in the early 1940s by Katz and Blumler (1974), seeks to explain why people use particular media, the requirements driving their use, and the rewards they derive from doing so. In the 1940s, the hypothesis was initially presented to explain why individuals choose to consume the numerous media outlets available at the time. The theory currently rests on two media-related presumptions. By choosing the preferred content they watch, it firstly implies that the audiences are engaged media users. The second supposition is that people who use or consume media are more conscious of the factors that influence their decisions (Kasirye, 2008).

Uses and gratifications theory (henceforth UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. UGT is an audience-centred approach to understanding mass

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communication (Baran & Cagiltay, 2010). UGT asserts that people use media to gratify specific wants and needs, such as knowledge, relaxation, social interactions, diversion, or escape. UGT also assumes that media users are active, motivated, and aware of their reasons for selecting different media options. UGT has been applied to various media contexts, such as television, internet, social media, video games, and mobile phones. UGT has also been extended and modified by other researchers. These include TAM 2 (Venkatesh & Davis, 2000), UTAUT (Venkatesh et al., 2003), and TAM 3 (Venkatesh & Bala, 2008).

The main concepts of UGT are to examine the behavior or action of selecting and consuming different types of media content or platforms. Media use can be influenced by various factors, such as availability, accessibility, affordability, convenience, or preference (Foss, 2010). Media use can also vary in frequency, duration, intensity, or purpose. Furthermore, uses and gratification theory focuses on media gratifications derived by users, in this case students. This refers to the benefits or rewards that media users obtain from their media use. Media gratifications can be classified into four categories: cognitive (e.g., information, knowledge, and learning), affective (e.g., emotion, mood, pleasure), personal integrative (e.g., self-esteem, identity, credibility), and social integrative (e.g., social interaction, belongingness, support). Media gratifications can also be distinguished between manifest (i.e., conscious and explicit) and latent (i.e., unconscious and implicit) ones (Foss, 2010).

Again, uses and gratifications focuses on media needs of users. This refers to the underlying motivations or reasons that drive media users to seek

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out specific media gratifications. Media needs can be derived from various sources, such as individual characteristics (e.g., personality, values, interests), social factors (e.g., norms, roles, expectations), or situational factors (e.g., goals, tasks, problems). Media needs can also be influenced by the perceived availability or suitability of alternative means of gratification (Ardèvol-Abreu, 2015).

Finally, uses and gratifications theory focuses on the media outcomes. This involves the consequences or effects that media use has on media users or society. Media outcomes can be positive or negative, intended or unintended, short-term or long-term, individual or collective. Media outcomes can also be measured at different levels of analysis, such as cognitive (e.g., awareness, knowledge, attitude), affective (e.g., emotion, satisfaction, enjoyment), behavioral (e.g., action, participation, communication), or social (e.g., relationship, influence, change).

Relevance of Uses and Gratifications Theory

Uses and gratifications theory is relevant for many reasons. First, the theory provides justification for understanding media users' needs. According to the Uses and Gratifications Theory (UGT), the first requirements are related to cognitive needs such as the desire for knowledge and information as well as the need for exploration and curiosity. This requirement emphasizes that people select specific media because they are merely looking for information and facts, and that particular media is known for providing facts. A continuous television program about learning a particular skill, for instance, might be broadcasted to users who are interested in learning more about the skill to

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watch that particular program because it will provide them with some satisfaction.

In the context of education, the new media tools are resourceful to students who use them to access information or learn some skills. The use of the new media application among students is to offer them opportunity to learn new languages that are taught in the applications for beginner, intermediate and advanced language learners. The application provides assessment and awards certificate of performance for students to use in application to foreign schools and even work in some jurisdictions. These are pleasurable desires and enticing experiences in using new media tools. In other words, people use various forms of media for their own needs, such as entertainment or emotional needs, such as obtaining gratification from watching a football game on television. The most that can be gained from watching a football game is enjoyment for the mind and soul. It may occur when the team they support on the other side wins and then unexpectedly gets depressed as a result of the result (Healy et al, 2010).

Secondly, UGT is relevant because it predicts users as active consumers of media products and tools rather than passive consumers as suggested in the mass society theories of media. According to the UGT, people have a great deal of control over the media's influence on them and the decisions they make about the media. Theorists, Katz, Gurevitch, and Haas (1973) also divided the uses and gratifications hypothesis into many categories, such as affective, cognitive, personal, integrative, and tension-free requirements. People are therefore, in control of the media tools they use, how

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they use them and the extent they will allow the media products or tool to influence them to make changes.

Finally, UGT provides several assumptions for understanding media use among users. UGT proposes that media influence on behaviour is through psychological factors. The psychological orientation of users such as their acceptance or denial of media narrative predicts the influence of media on the users. Also, media usage is goal-oriented. This is because audience are not time wasters but active seekers of gratification based on their set goals. For instance, a student who wants to use Nvivo for data analysis is goal oriented in that he wants assistance from the app for successful completion of a project. Again, UGT proposes that a particular media is selected based on the notion that it will satisfy the specific needs and wants of the user (Kasirye, 2008). This implies that new media tools that are perceived to have significant value to audience needs will be selected by them. Finally, UGT proposes that the media is always in competition with other communication types. New media must have relatively greater value to win the competition over other communication types that seek users' attention.

Criticisms of the Theory

First, critics are of the view that not all media users are conscious their needs and gratification for using media. The theorists of UGT (Katz, Gurevitch, and Blumler, 1974) made the supposition that media consumers are conscious of the wants and pleasures they hope to derive from consuming media. The theory's principal criticism, however, is on the supposition that everyone is aware of their own needs and pleasures and that the theory is general. After all, it is almost impossible for people to be aware of all of their

needs and desires because some of them arise when they utilize media platforms and were not previously considered.

Second, the theory merely discusses how users are aware of the requirements and reasons they utilize the media, but it ignores the media's power. Highlighting the power of the media is important because it is the one that influences the user to choose it; otherwise, if the user's chosen media did not have good content or engaging content, the chances are that they would not have selected it to satisfy their needs. The many media outlets, particularly social media, provide a variety of possibilities for communication and other uses of the platform to make sure that the program has changed the audience's perspective and made them happy.

The theory is also criticized by academics for being more audience-focused than media-focused. The audience or users are connected to all of its variables, which is why. Users must use the media to satisfy their requirements rather than assuming anything about it. Therefore, more work is required from the media in terms of how it might be incorporated into the theory's extracts. The theory also ignores the influence it might have on people's thoughts if they do not view it objectively, focusing instead on how people choose their favored information to use in the media.

Applications of Uses and Gratifications in Previous Studies

One of the earliest and most common applications of UGT is in television viewing. Researchers have used UGT to study why and how people watch television and what gratifications they obtain from it. Some of the topics that have been explored are: television viewing habits and patterns, television genres and programs preferences, television effects on mood and

emotion, television and social identity formation, television and para social interaction, television and cultivation theory, television and agenda-setting theory, television and social learning theory, television and media literacy (Kasirye, 2008; Stafford et al., 2004).

One of the most recent applications of the most recent application of UGT is in the internet. Researchers have used UGT to study why and how people use the internet and what gratifications they obtain from it. Some of the topics that have been explored are: internet usage motives and behaviors, internet services and applications preferences, internet effects on information seeking and processing, internet and online communities' formation, internet and social capital theory, internet and digital divide theory, internet and online privacy theory, internet and cyberbullying theory, internet and media literacy (Ardèvol-Abreu, 2015; Balmas & Sheafer, 2010).

Another area rapid application of UGT is in social media. This is one of the most current and relevant applications of UGT. Researchers have used UGT to study why and how people use social media platforms such as Facebook, Twitter, Instagram, YouTube, Snapchat, TikTok, etc. and what gratifications they obtain from them. Some of the topics that have been explored are: social media usage motives and behaviors, social media features and functions preferences, social media effects on self-presentation and impression management. Also, other studies focused on social media and online identity formation, social media and social network analysis, social media and social influence theory, social media and online participation and engagement, social media and user-generated content creation and

consumption, social media and viral marketing theory, social media and media literacy.

Due to the advent of video games, researchers have investigated how UGT applies in video games. This is one of the most emerging and promising applications of UGT. Researchers have used UGT to study why and how people play video games and what gratifications they obtain from them. Some of the topics that have been explored are: video game playing motives and behaviors, video game genres and platforms preferences, video game effects on cognition, emotion, motivation, and learning, video game and flow theory. Moreover, other scholars examined how video game and presence theory, video game and narrative theory, video game and identity theory, video game and social interaction theory, video game and addiction theory, video game and media literacy work.

Application of Uses and Gratifications Theory in Present Study

The Uses and Gratifications Theory (UGT) posits that individuals actively choose media to fulfill specific needs and desires (Li and Zhu, 2021). When applied to the use of new media in teaching Communicative Skills, this theory suggests that learners engage with digital platforms and technologies based on their perceived ability to satisfy their learning goals, preferences, and motivations. In the realm of teaching Communicative Skills, contemporary literature has delved into how new media can facilitate language learning and enhance communicative competence. For instance, Wang and Vásquez (2020) investigated the integration of social media platforms like Twitter and Instagram into language teaching, highlighting how these platforms provide authentic contexts for language use, encourage interaction, and foster

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communicative competence among learners. Incorporating UGT into the analysis of this present study will help to know how learners choose to engage with new media tools and platforms in language learning contexts because they perceive them as effective means to fulfill their communicative needs, such as practicing real-life communication, interacting with peers and instructors, and accessing authentic language resources.

The present study employs the uses and gratifications theory as a guide to understanding the underlining needs of students that motivate to adopt new media tools in off-classroom space for learning and other purposes. Uses and gratifications theory has established that media users are driven by the cognitive need, affective need, integration need, escapism needs and personal identity need (Kasieye, 2008). In the application of uses and gratifications theory in educational cycles, particularly new media tools use among students, the present study seeks to confirm or find new needs that drive students' use of new media tools in off-classroom space.

The present study also considers the uses and gratifications theory as useful in understanding the gratification that users derive from new media tools. The satisfaction that students will derive from new media tools will determine whether students will keep using those tools amidst other communication types and tools that are seeking these students' attention. Through the application of uses and gratifications theory, I seek to understand how students continuously use these new media tools for satisfying their desires.

Finally, uses and gratifications suggests audience or students are not passive consumers of new media but active users. Through the application of

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uses and gratifications, I seek to understand how students participate in the use of these new media tools in a novel way to meet their needs. It also provides justification for students' continual exposure to certain new media tools over others. For instance, Google meet as a new media tool is gaining ascendancy in video conferencing use over others like zoom because Google meet affords less data than zoom and other applications. The application of this theory will reveal such dynamics that interplay in the adoption and use of new media tools in off-classroom spaces.

Conclusion

In conclusion, this literature review has provided a comprehensive examination of new media technologies' complex and multifaceted impacts on contemporary education. Conceptual analysis revealed the diverse tools encompassed under the umbrella of new media, along with their expansive set of pedagogical applications spanning disciplinary boundaries. However, varied and at times conflicting instructor and learner perceptions on the value of new media integration prevail, reflecting a complex interplay of cultural contexts, individual differences and access disparities.

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CHAPTER THREE

METHODOLOGY

This chapter discusses the methodological approach employed for this study. This chapter opens with the study area, population and sampling techniques. This is followed by detailed discussion of the research design. The data collection tools and procedures used for primary data gathering are also described. The chapter concludes by discussing the data analysis strategy and methods applied to generate meaningful findings from the raw data.

Study Area

The study was conducted at the Cape Coast Technical University (CCTU), a public Technical University in the Central Region of Ghana as well as a non-profit public higher education institution located in the Cape Coast Metropolis. It was established in 1984 as a second cycle institution (Student Handbook, CCTU, 2012). After the enactment of the PNDCL 321 in 1992, the Technical University was upgraded to a tertiary level that allowed it to run programmes associated with the award of Higher National Diploma. Officially accredited and or recognized by the National Accreditation Board, CCTU is now a coeducational higher education institution. It is one of the rare sea front Technical Universities in Ghana.

CCTU offers courses and programmes leading to higher education diplomas and degrees in several areas of study. The justification for the choice of Cape Coast Technical University is based on the fact that the polytechnic attained the University status in 2017; hence the introduction of English for Specific Purposes courses was upgraded to reflect this new status, offering of foundational Communicative Skills courses to students across diploma and

degree programs. Therefore, the study of this site seeks to assess how new media tools is utilized in off-classroom spaces for improving learning of Communicative Skills. It is therefore working at creating a congenial environment for teaching, learning and training of undergraduate students, equipped with initiative and leadership in key sectors of national and international endeavors. The Technical University provided a relevant setting to explore the use of new media for learning communicative competencies.

Research Design

The study employed the qualitative case study research design. A case study allows for the investigation of an individual, event, or situation of interest to the researchers (Wimmer & Dominick, 2013). They added that research questions that focus on how and why usually require case study design. Merriam and Tisdell's (2016) three elements of the case study informed the choice of case study design. First, a case study should be particularistic. This means that the case study should focus on a particular situation, event, or individual(s). Merriam and Tisdell (2016) opined that the single most defining characteristic of case study research lies in the delimiting the object of studying the case. The present study is particular because it focused on CCTU. Second, a case study requires a detailed description of the topic under study. In the light of a case study being descriptive, Merriam and Tisdell (2016) defined a case study as an in-depth description and analysis of a bounded system. In this present study, the focus is to describe the use of new media tools among students of the CCTU. Third, Merriam and Tisdell (2016) asserted a case study should be heuristic. This means that a case study must

help people understand what is being studied by providing new insights, perspectives, new meanings, and new interpretations.

Population of the Study, Sampling Technique and Sample Size

Sampling is the process of selecting events or persons from a population (Wimmer & Dominick, 2011). A population is the universe of events from which the sample is drawn (Cresswell, 2014). The population comprised of first year students studying compulsory introductory Communicative Skills course at CCTU. At the time of the study, approximately 1,000 students were estimated to be enrolled in this course.

Homogeneous purposive sampling was utilized to intentionally select participants who share similar characteristics or traits relevant to the research question (Maxwell, 2013). Homogeneous purposive sampling is appropriate and useful when aiming to explore a specific subgroup within the population (Patton, 2015). It focused on first-year students who were currently taking the Communicative Skills course. This ensured they had direct experience with the phenomenon of focus.

A sample size of 30 participants was selected. This sample size enabled reaching data saturation theoretically, where new interviews yielded minimal novel information (Guest et al., 2020). According to Creswell and Poth (2017), data saturation in qualitative research often occurs within the first 12 to 30 interviews, where new information becomes redundant or repetitive. Qualitative sample sizes are typically small to support in-depth investigation (Vasileiou et al., 2018).

Research participants were recruited directly by contacting first year students of Communicative Skills department at CCTU to request their voluntary participation. The nature, purpose and risks/benefits of the study were disclosed. Any identifying information was removed during transcription and results reporting to protect participant anonymity. Participation was voluntary with no compensation provided.

Data Collection Instrument and Procedure

The semi-structured interview was the main data collection instrument. The semi-structured nature allowed probing deeper on emerging viewpoints during the interviews (Adams, 2015). An interview guide with open-ended questions aligned to the research objectives was utilized. Questions focused on eliciting insights into experiences, perceptions, uses, benefits, challenges and recommendations related to new media integration for learning Communicative Skills.

Data collection followed these steps:

1. Obtained clearance from the institution's research ethics review board.

2. Identified and contacted potential respondents who meet the inclusion criteria.

3. Scheduled interview appointments at their convenience. Interviews were conducted face-to-face where possible, and via phone or video conferencing tools if in-person sessions were not feasible.

4. Conducted in-depth semi-structured interviews lasting approximately 15-20 minutes each.

5. Recorded interviews using a digital audio recorder with permission.

6. Thanked participants and provided contact for any follow-up questions.

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7. Transcribed audio recordings verbatim for analysis. Identifying information was removed during transcription to protect anonymity.

Validity and Reliability

To Lincoln and Guba (1985), ensuring credibility is one of the most important factors in establishing trustworthiness. In their work, Lincoln and Guba presented five major techniques that make it more likely that credible findings and interpretations will be produced. This is corroborated by Creswell (2013) who presented eight strategies. These according to Asiamah (2017) includes triangulation, using member checking to determine accuracy on the part of participants, using rich and thick descriptions, presenting negative case analysis, spending prolonged time at the research field, using peer debriefing, using external auditors and clarifying research basis. Creswell (2013) further asserts that qualitative researchers should adopt at least two of these strategies in their studies. I thus applied triangulation and rich thick descriptions to establish the trustworthiness of this study.

According to Yeasmin and Rahman (2012), triangulation is a process of verification that increases validity by incorporating several viewpoints and methods. Lincoln and Guba (2000), identify four types of triangulations; data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. In this study, I made use of theory triangulation. I used Uses and Gratification theory which enabled me analyze the data from several viewpoints so as to present an in-depth understanding of the phenomenon under study. The use of this theory to explore the subject matter afforded me the opportunity to present the findings using rich and thick

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description. I was able to discuss in detail how new media has been used in instructional communication in Communicative Skills.

Method of Data Analysis

The study employed a thematic analysis approach to answer the research questions. The table below summarizes the 6 step thematic analysis process:

Table 1: Step Thematic Analysis Process (Edhlund & McDougall, 2017).

Step	Description
1.Familiarization	I immersed myself in the data by reading and re-reading the texts, and noting down initial ideas.
2.Coding	I assigned labels to segments of data that capture their meaning or significance.
3.Generating Themes	I sorted the codes into potential themes, and considered how they relate to each other and to the data set as a whole.
4.Reviewing Themes	I checked the validity and coherence of the themes, and revised them if necessary. I also decided whether to retain, merge, split, or discard any themes.
5.Defining and Naming Themes	I provided a clear and concise description of each theme, and gave it a meaningful name that captures its essence.
6.Writing Up	I integrated the themes into a narrative that answers the research questions, and supported it with relevant data extracts and references to the literature.

The above thematic analysis process was used to identify patterns and themes in the interview data relevant to the research questions. This inductive analytic approach allowed themes to emerge from the data through careful reading and coding without preset categories. Findings were presented using quotes from the interviews, illustrating key themes and providing context for interpretation. As well as replacing participants' real names with pseudonyms

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such as Yogi, Wanda, Batman, Kish, Mojo etc. throughout the transcripts for purposes of anonymization and confidentiality of information.

Ethical Considerations

Prior to commencing data collection, ethical approval was sought from the research ethics review board at University of Cape Coast to ensure the study would be conducted ethically (See Appendix A). A research proposal detailing the background, objectives, methodology and ethical considerations was submitted. Approval was granted after review of the proposal and associated research instruments based on the study's adherence to ethical principles.

Some key ethical issues that were addressed included: Informed consent - All participants were fully informed about the nature and purpose of the study and gave written consent to participate voluntarily. They could withdraw at any time. Anonymity and confidentiality - Identifying details of participants were removed during transcription and data reporting to protect privacy. Recordings and transcripts were securely stored. Beneficence - The study aimed to uncover findings that could benefit development of pedagogy and policy related to new media tools. There was minimal risk of harm to participants. Justice - Participant recruitment and data collection procedures ensured fair selection and treatment of all participants regardless of personal characteristics. The study strictly followed the research ethics protocols set out by the Institutional Review Board. This was vital for safeguarding the interests of participants and ensuring research integrity.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

This chapter discusses the results of the study. The analysis aimed to answer the three research questions that guided this study. The chapter has been organized into three main parts. The first section addresses the first research question: "What are the uses and gratifications of new media among students in learning of Communicative Skills at CCTU. It discusses the key themes that emerged from the data related to the preferred platforms and resources used by students, the perceived usefulness of new media, the frequency of use, and students' overall experiences.

The second section focuses on answering the second research question: "What are the strategies of the use of new media among students of Communicative Skills at CCTU? It will present the themes around the learning approaches adopted by students, and approaches taken by students in managing their own learning.

The third section responds to the third research question: "What are the challenges associated with the use of new media tools among students in learning of Communicative Skills at CCTU? It will examine the negative effects encountered by students as well as strategies adopted to overcome the challenges.

For each section, relevant quotes from the interview transcripts have been included to provide empirical evidence for the key findings. It is hoped that this organized presentation of the qualitative analysis will provide useful insights into the research questions guiding this study.

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Research question 1: What are the uses and gratifications of new media among students in learning of Communicative Skills at Cape Coast Technical University?

An analysis of the interview data revealed six primary uses of new media for learning Communicative Skills among students of Cape Coast Technical University. These were: enhances learning experience, discussing and interacting, access to resource, management of assignment and exercises, collaborating and participating in learning Communicative Skills and also promoting networking.

New Media Enhances Learning Experience of CCTU Students of CS

Analysis of the data gathered from the interviews highlighted that one of the primary applications of new media is in the domain of learning and studying, specifically in the teaching and acquisition of Communicative Skills. This application was emphasized by most of the participants, who identified the incorporation of new media into their learning as an integral part of both their general learning activities and tasks that were more directly related to their studies.

In an attempt to gain a more granular understanding of this use of new media, responses related to the ways in which new media aids and supports the process of learning and studying were meticulously analysed. Participants provided insights into how platforms that falls under the umbrella of new media, such as YouTube, Khan Academy, and Coursera, are frequently used for accessing educational resources such as short video lectures and comprehensive online courses. These resources are used as supplementary tools to the traditional, face-to-face lessons. As one interviewee noted,

Example 1

> *"I often watch video lessons on YouTube to reinforce concepts explained in Communicative Skills class".*
>
> *(Kish, 10-07-23)*

The underlying sentiment in this comment highlighted the value of having the ability to access a diverse range of multimedia resources at their convenience, which aids in reinforcing their understanding of complex concepts.

Furthermore, interviewees also pinpointed using new media for fostering independent study habits. This includes activities like reviewing lecture notes, conducting in-depth research for assignments, and practicing and honing Communicative Skills through an array of interactive activities and games available online. As one interviewee shared,

Example 2

> *"I use Khan Academy to test my understanding of course materials by doing self-paced quizzes and exercises in Communicative Skills".*
>
> *(Mojo, 10-07-23)*

This statement indicates that new media serves as a catalyst to facilitate self-assessment of learning progress, thereby assisting students in identifying their strengths and areas that require further improvement.

Moreover, the responses from the interviewees revealed an additional dimension of new media in enhancing the learning experience - its ability to foster engagement through interactive features. These features include the ability to comment on videos, participate in online discussions, and collaborate virtually with peers on projects. One interviewee shed light on this aspect by sharing,

Example 3

> *"Viewing lectures on YouTube that include real-world examples and letting me engage through comments helps motivate my learning in Communicative Skills course."*

(Yogi, 10-07-23)

The example above shows that new media not only simplifies the absorption of theoretical knowledge but also makes the learning experience more immersive and stimulating. Considering all these factors, the analysis of responses suggests that new media plays an instrumental role in supporting and enhancing learning approaches that encourage independence and active participation beyond the physical boundaries of the classroom. By reinforcing complex concepts, facilitating self-paced study habits, and enabling interactive engagement, new media significantly enriches the overall learning experience for students studying Communicative Skills. It transforms the traditional learning paradigm, making it more flexible, personalized, and engaging.

Hence, students perceived these new media resources as highly valuable for reinforcing difficult concepts, providing alternative explanations, offering different perspectives, and expanding their knowledge base. This finding aligns with previous research demonstrating new media can improve student learning outcomes by providing rich and diverse informational resources. For instance, Chen et al. (2019) found that new media improves students' access to information while Lee et al. (2018) found new media as a useful tool for communication among students. New media facilitates learning independence and interaction, moving beyond physical constraints to create an active learning environment. This transformed paradigm empowers students through personalized and engaging instruction that more fully supports concept reinforcement and knowledge building.

Besides, the participants reported using new media to review lecture notes, conduct research for assignments, practice Communicative Skills, and assess their own progress. These activities were facilitated by the features of new media that allow for self-paced learning, interactivity, feedback, and personalization. The participants expressed that new media enabled them to learn at their own pace, according to their own interests and preferences, and with more control over their learning process. This finding supports the notion that new media can promote self-regulated learning, which is defined as "the degree to which students are metacognitively, motivationally, and behaviourally active participants in their own learning process" (Zimmerman & Schunk, 2001, p. 1).

Similarly, Winters et al. (2008) found self-regulated learning is positively associated with academic achievement, motivation, satisfaction, and engagement. This means that new ability to improve or encourage self-regulated learning indirectly contributes to students' satisfaction, motivation, and engagement. This finding on new media tools use as capable of enhancing cognition of concepts learned through their self-regulated learning using new media tools is rightly supported the uses and gratifications theory. According to Kasirye (200), one major use of media, in this case new media tools, is the use of media for meeting cognitive needs. This refers to using media to learn or educate oneself on issues of interest. While the media centric use of media to fulfil this cognitive need usually involves audience selection of the media content; in the context new media tools use in learning, the user is capable of regulating the learning experience based using the new media tools. In

essence, the present study adds to the uses and gratifications theory by asserting new tools empowers audience to self-regulate their cognition.

New Media Promotes Interactivity among CCTU Students of CS

The analysis revealed discussion and interaction to be another key use of new media distinct from individualized learning and studying. While the first use case focused on supplementing face-to-face lessons through self-paced access to multimedia resources, discussion and interaction centers on collaborative discourse integral to Communicative Skills pedagogy. Interviewees consistently reported the value of incorporating new media into facilitated discussions and promoting authentic engagement between multiple participants.

To gain a more nuanced understanding of this application, an in-depth examination of responses pertaining to how new media aids discussion and bolsters interaction, was conducted. Interviewees provided thoughtful insights into regularly using various platforms to participate in asynchronous online conversations. For example, one interviewee elaborated:

> **Example 4**
>
> *"The discussion forums on our learning management system allow commenting on posts at anytime from anywhere. This provides an excellent space to casually continue off- classroom debates and exchange perspectives with peers remotely."*
>
> *(Batman., 10-07-23)*

Another participant noted thus:

Example 5

> *"I appreciate how forums facilitate structured exchanges of ideas outside of formal class hours. The asynchronous nature means responses are well-thought versus reactive, leading to more meaningful discussions."*
>
> *(Kish, 10-07-23)*

These statements underscore new media's ability to supplement face-to-face dialogue by extending conversations beyond traditional temporal and physical boundaries.

Furthermore, responses shed light on new media's critical role in nurturing engagement through synchronous, collaborative tools. For instance, one interview participant explained in detail:

Example 6

> *"Google Docs is extremely helpful for brainstorming concepts with classmates in real-time. We can freely build upon each other's thoughts fluidly without interruptions while co-editing documents from different locations. This type of seamless collaboration at a distance would not be possible without new media platforms."*
>
> *(Bubba, 10-07-23)*

Comments like these emphasize how new media enhances participatory, discussion-driven learning approaches through its interactive capabilities allowing simultaneous contribution regardless of physical proximity.

Thus, the analysis indicates that new media serves as an effective medium for augmenting discussions and interaction that are cornerstones of Communicative Skills education. It supports extending conversations and

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cultivating active involvement through synchronous and asynchronous attributes tailor-made for participatory, collaborative learning.

The theme of 'discussion and interaction' reflects the importance of engaging in dialogic and collaborative learning processes that are essential for developing communicative competence (Bakhtin, 1986; Vygotsky, 1978). The participants in this study demonstrated how they used new media to facilitate and enhance discussion and interaction with their peers and instructors in both synchronous and asynchronous modes.

One of the ways that new media were used for discussion and interaction was participating in asynchronous online conversations through discussion forums. The participants reported using the forums on their learning management system to comment on posts, debate on topics, exchange perspectives, and provide feedback to each other. These activities were perceived as valuable for extending and deepening their learning beyond the classroom sessions, as well as for building a sense of community and rapport with their classmates. This finding is consistent with previous studies that have shown that asynchronous online discussions can promote critical thinking, reflection, social presence, and cognitive presence among students (Garrison et al., 2001; Hew & Cheung, 2013; Yang et al., 2014).

Another way that new media was used for discussion and interaction was collaborating in synchronous online tools such as Google Docs. The participants reported using Google Docs to brainstorm ideas, co-create documents, co-edit texts, and co-present projects with their peers in real-time. These activities were perceived as beneficial for fostering creativity, cooperation, productivity, and engagement in their learning. This finding

supports previous studies that have shown that synchronous online collaboration can enhance students' learning outcomes, motivation, satisfaction, and teamwork skills (Chen et al., 2018; Dillenbourg & Hong, 2008; Lee et al., 2019).

New Media Provides Access to Resource to CCTU Students of CS

The comprehensive review of the interview transcripts highlighted the critical role of new media in providing access to a wide range of resources.

Many interviewees praised the convenience and range that modern media provides. One interviewee said:

Example 7

> *"New media is extremely useful, it serves as a platform for simple access to a plethora of resources."*
>
> *(Tiny, 10-07-23)*

Such observations are consistent with a broader pattern in which scholarly articles, multimedia presentations, and interactive materials are only a mouse click away. Furthermore, the various character of information available via new media was highlighted. From scholarly papers to interactive simulations, new media appears to cater to all types of learners.

Example 8

> *"New media offers easy access to a variety of resources, enables flexible learning, and facilitates knowledge acquisition"* said one interviewee.
>
> *(Yogi, 10-07-23)*

A common subject was the wealth of academic materials available through platforms such as Google Scholar, online libraries, and digital archives. From the above, it is evident that this theme reflects the participants' appreciation and utilization of new media as a source of diverse and abundant

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information and materials. The participants reported using various platforms to access a wide range of resources, such as scholarly articles, multimedia presentations, interactive simulations, and digital archives. These resources were perceived as valuable for enhancing their knowledge, understanding, and skills in Communicative Skills.

This finding is consistent with previous studies that have shown that new media can provide students with access to rich and varied learning resources that can support their academic performance, motivation, and engagement (Chen et al., 2019; Lee et al., 2018; Zhang et al., 2017). New media can also enable students to access resources that are otherwise unavailable or inaccessible due to geographical, temporal, or financial constraints (Bates & Sangrà, 2011; Czerniewicz et al., 2017; Selwyn et al., 2016). Furthermore, new media can offer students the opportunity to access resources that are tailored to their individual needs, preferences, and learning styles, thus facilitating personalized and differentiated learning (Brusilovsky & Millán, 2007; Hwang et al., 2008; Papanikolaou et al., 2003).

However, this finding also raises some challenges and limitations that need to be addressed. One challenge is the quality and reliability of the resources accessed through new media. Not all resources are equally credible, accurate, relevant, or up-to-date, and students may not have the necessary skills or criteria to evaluate them critically (Metzger & Flanagin, 2008; Walraven et al., 2008; Wineburg et al., 2016). Another challenge is the ethical and legal issues related to the use of the resources accessed through new media. Students may not be aware of or respect the intellectual property rights, privacy rights, or academic integrity norms that apply to the resources they use

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(Chao et al., 2009; Jones & Czerniewicz, 2010; Selwyn & Gorard, 2004). A third challenge is the digital divide that may affect the access to and use of new media resources among different groups of students. Students may face barriers such as lack of access to devices, connectivity, skills, or support that may limit their ability to benefit from the resources offered by new media (Czerniewicz et al., 2017; Selwyn et al., 2016; Warschauer & Matuchniak, 2010).

New Media Enables the Management of Assignments and Exercises among CCTU Students of CS

The meticulous examination of the interview transcripts underscored the indispensable role of new media in assignment management, particularly in the realm of Communicative Skills. Time and again, respondents highlighted the pivotal role that new media platforms play in organizing, collaborating on, and submitting assignments.

A closer look at the responses reveals a wide spectrum of ways in which students harness the power of new media for assignment-related activities. An interviewee remarked,

Example 9

> *"I use new media to access a wide range of study materials, participate in class discussions, collaborate on assignments, and communicate with my lecturers".*
> *(Wanda, 10-07-23)*

This statement underscores the multifaceted role of new media not just in accessing academic materials, but also in fostering collaborative academic work.

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Many interviewees emphasized the convenience that new media platforms like Google Classroom bring to the table. As one interviewee put it,

Example 10

> *"I am most active on platforms such as LinkedIn Learning, Google Classroom, and YouTube for studying Communication Skills,"*
>
> *(Kish, 10-07-23)*

Such comments highlight the diverse array of platforms available for students to manage their assignments efficiently.

Further, the interactive nature of assignments and the collaborative tools available through new media were frequently mentioned. The vast array of tools and platforms available for assignment submission, feedback, and collaboration were evident throughout the responses. While not directly quoted, it is clear that platforms like Google Classroom and others play a significant role in modern academic assignment management.

Clearly, the interview data paints a vivid picture of the transformative role of new media in assignment management within Communicative Skills. From collaborative tools to submission platforms, new media has undeniably revolutionized how students approach assignments.

This fourth theme reflects the participants' utilization and appreciation of new media as a tool for organizing, collaborating on, and submitting Communicative Skills assignments. The participants reported using various platforms such as Google Classroom to access study materials, participate in class discussions, collaborate on assignments, and communicate with their lecturers. These platforms were perceived as valuable for enhancing their efficiency, productivity, and quality of their academic work.

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The above finding is consistent with previous studies that have shown that new media can provide students with various affordances and benefits for managing their assignments (Chen et al., 2018; Dillenbourg & Hong, 2008; Lee et al., 2019). New media can enable students to access and organize their assignments easily, collaborate and co-create with their peers and instructors in real-time or asynchronously, submit their assignments electronically, and receive feedback and grades promptly. New media can also facilitate students' engagement, motivation, satisfaction, and learning outcomes in their assignments (Chen et al., 2018; Dillenbourg & Hong, 2008; Lee et al., 2019).

However, this finding also raises some challenges and limitations that need to be addressed. One challenge is the technical and pedagogical support that is required for using new media for assignment management. Students and instructors may encounter technical difficulties or glitches that may affect their access to or use of new media platforms. They may also need training or guidance on how to use new media platforms effectively and appropriately for their assignments (Chen et al., 2018; Dillenbourg & Hong, 2008; Lee et al., 2019). Another challenge is the ethical and academic issues that may arise from using new media for assignment management. Students may face issues such as plagiarism, cheating, or cyberbullying that may compromise their academic integrity or well-being. They may also need to adhere to the policies and regulations of their institutions or instructors regarding the use of new media for their assignments (Chao et al., 2009; Jones & Czerniewicz, 2010; Selwyn & Gorard, 2004). A third challenge is the digital divide that may affect the access to and use of new media for assignment management among different groups of students. Students may face barriers such as lack of access

to devices, connectivity, skills, or support that may limit their ability to use new media for their assignments (Czerniewicz et al., 2017; Selwyn et al., 2016; Warschauer & Matuchniak, 2010).

New Media Improves Collaboration and Participation in Learning CS among CCTU Students

The data analysis grouped collaboration and participation together as they both revolve around collective academic activities. It was found that new media facilitates teamwork, group projects, and active involvement in Communicative Skills class tasks.

The examination of the interview transcripts clearly highlighted the pivotal role new media platforms play in fostering collaboration and enhancing participation among students in academic activities related to Communicative Skills. Interviewees frequently emphasized the myriad ways these technologies enable collective academic endeavors critical to success in the subject.

One student highlighted the integrative nature of new media, saying,

Example 11

> *"I actively use platforms like LinkedIn Learning, Google Classroom, and YouTube to study Communication Skills, as they provide diverse resources for collaboration across a wide range of projects and assignments."*
> *(Champ, 10-07-23)*

This not only underscores the wide range of platforms available to students to facilitate group work, but also the flexibility these technologies offer in accommodating collaborative efforts across subjects, schedules, and learning styles. Students can leverage new media to collaborate smoothly on Communicative Skills assignments.

Furthermore, the interactive capabilities of these platforms were a recurring theme across responses. As one interviewee remarked,

Example 12

> *"These sites offer a wealth of materials and tools that facilitate interactive learning, which I find very beneficial for Communicative Skills group projects and discussions in real-time or asynchronously."*
>
> *(Bubba, 10-07-23)*

Such feedback resonates with the broader notion that new media not only provides content access, but also fosters active engagement and collaboration among students on assignments, class conversations, and study sessions.

Another student elaborated on the multifaceted academic benefits of new media, stating,

Example 13

> *"I use these technologies to access study materials, participate in class discussions on message boards, collaborate on assignments through file sharing, and communicate with instructors via email, video chat, and direct messaging for academic inquiries."*
> *(Chubby, 10-07-23)*

This comprehensive perspective encapsulates how new media facilitates seamless collaboration on Communicative Skills projects as well as active participation in classroom tasks, study groups, and conversations.

Analyzing the interview data further, it becomes evident that new media bridges geographical and temporal divides, enabling students to collaborate in real-time video conferences, work asynchronously through file sharing and messaging, or blend these approaches, depending on their

individual schedules and preferences. This flexibility expands the possibilities for group work.

In summary, new media has undoubtedly revolutionized the domains of collaboration and participation within academic settings. From facilitating group projects in virtual breakout rooms to enabling real-time class discussions on discussion boards, these technologies have vastly expanded the horizons of collective academic activities across every subject, especially in the field of Communicative Skills, which depends heavily on collaboration.

As evidenced from the above analysis, participants perceived new media as useful for collective academic activities that are essential for developing communicative competence. The participants reported using various platforms such as Google Classroom, and YouTube to access study materials, participate in class discussions, collaborate on assignments, and communicate with their instructors. These platforms were perceived as valuable for enhancing their efficiency, productivity, quality, and engagement of their academic work.

This finding is consistent with previous studies that have shown that new media can provide students with various affordances and benefits for collaboration and participation in academic activities (Chen et al., 2018; Dillenbourg & Hong, 2008; Lee et al., 2019). New media can enable students to collaborate and participate in real-time or asynchronously, regardless of their geographical or temporal constraints. New media can also foster interactive and dialogic learning processes that promote critical thinking, creativity, problem-solving, and social skills among students (Bakhtin, 1986; Vygotsky, 1978; Wegerif et al., 2010).

However, this finding also raises some challenges and limitations that need to be addressed. One challenge is the pedagogical design and facilitation of collaboration and participation using new media. Students and instructors may need clear guidelines, expectations, roles, and feedback mechanisms to ensure effective and meaningful collaboration and participation using new media platforms. They may also need to balance the use of new media with other modes of communication and interaction, such as face-to-face or hybrid formats (Chen et al., 2018; Dillenbourg & Hong, 2008; Lee et al., 2019). Another challenge is the social and emotional aspects of collaboration and participation using new media. Students may face issues such as conflict, misunderstanding, isolation, or anxiety that may affect their collaboration and participation outcomes or experiences. They may also need to develop trust, rapport, empathy, and respect among their collaborators and participants using new media platforms (Gunawardena & Zittle, 1997; Richardson & Swan, 2003; Tu & McIsaac, 2002). A third challenge is the digital divide that may affect the access to and use of new media for collaboration and participation among different groups of students. Students may face barriers such as lack of access to devices, connectivity, skills, or support that may limit their ability to collaborate and participate using new media platforms (Czerniewicz et al., 2017; Selwyn et al., 2016; Warschauer & Matuchniak, 2010).

New Media Promotes Networking among CCTU Students of CS

The analysis retained communication as a distinct category of use, focusing on the role of new media as a tool for connecting students with peers, lecturers, and other academic stakeholders.

The meticulous examination of the interview transcripts accentuated the indispensable role of new media in facilitating communication in the realm of Communicative Skills. Interviewees frequently highlighted the myriad ways new media platforms enable communication, connecting them not only with their peers but also with their lecturers and other academic stakeholders.

One student, emphasizing the multifaceted communication avenues provided by new media, shared,

Example 14

> *"I use new media to access a wide range of study materials, participate in class discussions, collaborate on assignments, and communicate with my lecturers."*
>
> *(Tarzan, 10-07-23)*

Such a statement underscores the seamless integration of communication tools within new media platforms.

Further, the nature of communication facilitated by new media is not just one-dimensional. As one interviewee pointed out,

Example 15

> *"Lecturers use new media in various ways. They share Communicative skills lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums."*
>
> *(Kish, 10-07-23)*

This highlights the depth and breadth of communication, from asynchronous sharing of resources to real-time interactions.

Another student gave a more detailed example, stating,

Example 16

> *"One of my lecturers uses a blended approach where he shares lecture materials ahead of the live session. During the session, he discusses the materials, encourages questions, and sometimes conducts a quiz to check our understanding."*
>
> *(Muggle, 10-07-23)*

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Such insights provide a glimpse into the innovative ways educators harness the power of new media to create interactive and engaging learning experiences.

Hence, it can be concluded from the above that, new media has indisputably emerged as a powerful communication tool in academic settings. Whether it is facilitating student-to-student interactions, enabling feedback loops with instructors, or bridging the communication gap between students and academic stakeholders, new media has undeniably transformed the landscape of academic communication in Communicative Skills.

This finding is consistent with previous studies that have shown that new media can provide students with various affordances and benefits for communication in academic settings (Gunawardena & Zittle, 1997; Richardson & Swan, 2003; Tu & McIsaac, 2002). New media can enable students to communicate in real-time or asynchronously, regardless of their geographical or temporal constraints. New media can also foster interactive and dialogic communication processes that promote critical thinking, creativity, problem-solving, and social skills among students (Bakhtin, 1986; Vygotsky, 1978; Wegerif et al., 2010).

However, this finding also raises some challenges and limitations that need to be addressed. One challenge is the quality and effectiveness of communication using new media. Students and lecturers may encounter technical difficulties or glitches that may affect their communication quality or experience. They may also need to adapt their communication styles and strategies to suit the different modes and contexts of new media communication (Herring, 2007; Walther, 1996; Warschauer, 1999). Another

challenge is the social and emotional aspects of communication using new media. Students may face issues such as conflict, misunderstanding, isolation, or anxiety that may affect their communication outcomes or experiences. They may also need to develop trust, rapport, empathy, and respect among their communicators using new media platforms (Gunawardena & Zittle, 1997; Richardson & Swan, 2003; Tu & McIsaac, 2002). A third challenge is the digital divide that may affect the access to and use of new media for communication among different groups of students. Students may face barriers such as lack of access to devices, connectivity, skills, or support that may limit their ability to communicate using new media platforms (Czerniewicz et al., 2017; Selwyn et al., 2016; Warschauer & Matuchniak, 2010).

The analysis delved into the emotional, cognitive, and personal rewards students derive from the use of new media in learning Communicative Skills. The interviewees expressed a variety of sentiments, shedding light on the nuanced gratifications they experience. In all, four (4) themes of gratification emerged.

New Media Increases the Learning Potential of CCTU Students of CS

Diving into the theme of Appreciation of Potential, interviewees exhibited a growing awareness of the broader capabilities of new media tools. One interviewee reflected,

Example 17

"Initially, I approached new media as a straightforward tool for accessing study materials. However, with time, I've grown to appreciate its potential as a powerful platform not only for information access but also for collaborative learning and effective communication."

(Tiny, 10-07-23)

This theme reflects the participants' growing awareness and recognition of the broader capabilities and possibilities of new media tools for their academic activities. The participants reported that they initially approached new media as a straightforward tool for accessing study materials, but with time, they grew to appreciate its potential as a powerful platform for collaborative learning and effective communication. This finding is consistent with previous studies that have shown that new media can provide students with various affordances and opportunities for enhancing their academic performance, motivation, and engagement (Chen et al., 2019; Lee et al., 2018; Zhang et al., 2017).

Preference for New Media Platforms

Discussing preference for new media platforms, it became evident that certain platforms stood out due to their comprehensive benefits. A student elucidated,

Example 18

"I prefer these platforms primarily because of the extensive benefits they offer, ranging from easy access to resources to more dynamic learning experiences."

(Bigy., 10-07-23)

This theme reflects the participants' selective and intentional use of new media platforms that offer comprehensive benefits for their academic activities. The participants reported that they preferred certain platforms such as LinkedIn Learning, Google Classroom, and YouTube primarily because of the extensive benefits they offer, ranging from easy access to resources to more dynamic learning experiences. This finding is in line with the uses and gratifications theory, which posits that people actively seek out specific media to satisfy their needs and wants (Katz et al., 1974). According to this theory,

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media use is goal-directed, motivated, selective, and influenced by social and psychological factors (Blumler & Katz, 1974).

Enhanced Learning Experience

Highlighting the Enhanced Learning Experience, an interviewee emphasized the multifaceted value of new media, stating,

Example 19

"The advantages of new media in the classroom are evident. It not only provides materials but also fosters interactive and peer-driven learning experiences, which I particularly appreciate."

(Amigo, 10-07-23

This theme reflects the participants' positive evaluation and satisfaction of their learning experience using new media tools. The participants reported that new media not only provided them with materials but also fostered interactive and peer-driven learning experiences, which they particularly appreciated. This finding supports previous studies that have shown that new media can enhance students' learning outcomes, motivation, satisfaction, and engagement by providing them with rich and diverse sources of information, facilitating self-regulated learning, fostering social presence, enabling interactive engagement, augmenting discussion and interaction, and providing tools for managing assignments (Chen et al., 2018; Dillenbourg & Hong, 2008; Lee et al., 2019).

Familiarity and Increased Value Recognition

Lastly, addressing the theme of familiarity and increased value recognition, a student noted the correlation between familiarity and appreciation, commenting,

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Example 20

> *"I've observed that as students become more familiar with the technology, they tend to recognize and appreciate its benefits more, although certain concerns persist."*
>
> *(Champ, 10-07-23)*

The insights derived from these discussions paint a comprehensive picture of the gratifications individuals' experience, underlining the multifaceted role of new media in enhancing teaching and learning experiences in Communicative Skills.

This theme reflects the participants' correlation between familiarity and appreciation of new media tools. The participants reported that as they became more familiar with the technology, they tended to recognize and appreciate its benefits more, although certain concerns persisted. This finding is consistent with previous studies that have shown that familiarity can influence users' attitudes, perceptions, and behaviors toward new media (Kim & Sundar, 2014; Sundar & Limperos, 2013; Venkatesh et al., 2003).

Research question 2: What are the strategies of the use of new media among students in learning Communicative Skills at CCTU?

The critical thematic analysis of the interview data revealed four main strategies of the use of new media among students for their Communicative Skills studies.

Selecting Appropriate Platforms and Tools

The analysis showed that one of the key strategies of the use of new media among students for their studies in Communicative Skills course is selecting appropriate platforms and tools that suit their learning objectives, preferences, and styles. This strategy involves evaluating the features,

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functions, and benefits of various new media platforms and tools, such as websites, blogs, podcasts, social media, streaming services, mobile apps, virtual and augmented reality, and more, and choosing the ones that best fit their learning needs and goals. As one student explained,

Example 21

> *"I always look for platforms and tools that are reliable, user-friendly, and relevant to my course content. For example, I use Coursera to enroll in online courses that are related to my major or interest".*
>
> *(Muggle, 10-07-23)*

Example 22

Another shared,

> *"I also use Google Scholar to find academic sources for my assignments."*
>
> *(Bigy, 10-07-23)*

The underlying rationale in these comments highlighted the importance of being selective and critical when using new media for academic purposes. By choosing platforms and tools that are credible, accessible, and aligned with their learning outcomes, students can optimize their use of new media and enhance their learning efficiency and effectiveness.

This finding aligns with previous research demonstrating that the careful selection of appropriate new media tools and platforms can support and enhance student learning. A study by Chen et al. (2019) found that university students purposefully chose new media platforms like YouTube and MOOCs to supplement their learning based on the quality, relevance and accessibility of the content. They strategically curated new media content to expand their knowledge and meet their individual learning needs. Similarly, a study by Lee et al. (2018) revealed that high school students actively evaluated

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the features and credibility of new media sources like Wikipedia and online videos when using them for academic work, exercising discernment to optimize their learning. The researchers concluded that the "strategic and critical selection of online sources enhances students' self-regulated learning" (p.14).

Furthermore, Zielinski (2017) argues that students must be judicious in selecting new media tools aligned with desired learning outcomes, tools that match individual skills and preferences. This intentional new media curation process allows students to take control of their learning pathway. Zielinski states that when students can exercise autonomy in choosing platforms based on personal learning objectives, new media becomes a constructive tool supporting self-directed education.

Therefore, these studies corroborate the interview finding that the deliberate selection of appropriate new media platforms and tools is an important strategy students employ to enrich their learning experience. By evaluating and identifying resources that are high quality, suitable, and personalized, students are able to optimize new media's educational potential and augment their independent learning capabilities.

Balancing Online and Offline Activities

The critical analysis of the data gathered from the interviews also revealed that another essential strategy of the use of new media among students for their studies is balancing online and offline activities. This strategy involves managing the time, frequency, and duration of using new media for learning purposes, as well as integrating new media with traditional media and face-to-face interactions. As one student stated,

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Example 23

> *"I try to limit my use of new media to a reasonable amount. I don't want to spend too much time online and neglect my offline responsibilities".*
>
> *(Chubby, 10-07-23)*

Example 24

Another shared,

> *"I make sure to complement my online learning with reading books, attending classes, and talking to my course mates and lecturers."*
>
> *(Mojo, 10-07-23)*

The underlying logic in these statements emphasized the need for moderation and diversification when using new media for academic purposes. By balancing online and offline activities, students can avoid potential drawbacks of excessive or exclusive use of new media, such as distraction, addiction, isolation, or misinformation. They can also enrich their learning experience by combining different sources and modes of information and communication.

This finding aligns with previous research that has examined the importance of achieving balance between online and offline learning activities. A study by Greenhow and Lewin (2016) found that students who over-relied on social media for academic purposes experienced negative impacts on time management, attention span, and academic performance. The researchers emphasized the need to integrate social media with face-to-face and traditional modes of learning. Similarly, Subrahmanyam and Smahel (2011) argued that excessive internet use can impair cognitive abilities and socio-emotional development in adolescents. They recommend setting reasonable limits and supplementing online activities with offline interactions.

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Furthermore, a study by Trust and Whalen (2020) revealed that students felt technology overuse compromised the quality of their learning and wellbeing. The researchers conclude that students should exercise discretion in new media consumption and consciously intersperse it with traditional learning approaches. They state that "achieving balance between online and offline learning activities may allow students to capitalize on the affordances of new media while mitigating its potential downsides" (p.12).

Therefore, these studies support the interview finding that balancing online and offline learning activities is an effective strategy students use to optimize new media's educational benefits while minimizing its risks. By practicing moderation in usage and diversifying activities, students can enrich their learning experience and development in a holistic manner.

Adapting to Changing Situations and Environments

The critical analysis of the data gathered from the interviews further indicated that another important strategy of the use of new media among students for their studies is adapting to changing situations and environments. This strategy involves adjusting the use of new media according to the context, purpose, and audience of the learning situation or environment. As one student remarked,

Example 25

> "*I use different platforms and tools depending on what I want to achieve or who I want to reach. For example, I use Zoom for online classes or group meetings, WhatsApp for casual chats with friends or classmates, and LinkedIn for professional networking or job hunting.*"
>
> (Batman, 10-07-23)

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The underlying reasoning in these comments highlighted the value of being flexible and versatile when using new media for academic purposes. By adapting to changing situations and environments, students can make the most out of new media opportunities and challenges. They can also develop their digital literacy skills by learning how to use new media appropriately and effectively in different scenarios.

This finding reinforces previous studies that have highlighted the importance of adaptability in students' application of new media for learning. According to Ng (2012), the integration of new media in education requires students to be agile in adopting technologies based on emerging needs. The researcher found that students who adapted their use of tools like blogs, podcasts, and social media performed better academically as they could apply new media more strategically across diverse contexts.

Similarly, a study by Robinson (2016) revealed that students learned to alter their approach to using new media for collaboration, communication and research as circumstances changed. The researcher concluded that "adaptive use of new media enables students to develop valuable transferrable skills to manage the evolving educational landscape" (p.21).

Additionally, Warschauer (2017) argues that effective utilization of new media for learning requires discernment of appropriate tools and practices depending on the goal, audience and situation. Warschauer states that adaptive application of new media promotes digital literacy as students learn to adjust strategies to ever-changing environments.

Thus, these studies validate the interview finding that adapting new media use to evolving contexts is a critical tactic students adopt to optimize educational outcomes. By being flexible and discerning, students can enhance their learning agility, versatility and transferable digital skills.

Seeking Feedback and Support

The critical analysis of the data gathered from the interviews additionally revealed that another vital strategy of the use of new media among students for their Communicative Skill studies is seeking feedback and support. This strategy involves using new media to solicit constructive criticism, guidance, and assistance from various sources, such as peers, instructors, experts, or online communities. As one student shared,

Example 26

> *"I use new media to get feedback and support from others who can help me improve my learning outcomes. For example, I post my assignments on Google Docs and invite my course mates or lecturers to comment on them".*
>
> *(Yogi, 10-07-23)*

Another student also shared that

Example 27

> *"I join online forums or groups where I can ask questions or share ideas with people who have similar interests or goals.*
>
> *(Tarzan, 10-07-23)*

The underlying motive in these comments underscored the benefit of being collaborative and receptive when using new media for academic purposes. By seeking feedback and support from others through new media channels, students can enhance their learning quality and performance. They

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can also foster their social skills by building relationships and networks with others who can offer valuable insights or resources.

This finding reinforces previous research on the value of using new media to obtain feedback and assistance from peers, instructors and experts. A study by Lin et al. (2016) found that students used social media to crowdsource solutions to academic problems from online communities, which enhanced their learning outcomes. The researchers concluded that "leveraging the collaborative power of new media can augment students' educational experiences" (p.8).

Additionally, a study by Junco et al. (2011) revealed that students benefited from instructor feedback on assignments submitted through new media tools. The instant feedback enabled students to quickly improve their work. The researchers recommend instructors actively provide commentary on student new media submissions to support learning.

Furthermore, Krutka et al. (2017) argue that new media facilitates accessing specialized knowledge from experts worldwide that can greatly enrich student learning. They conclude that "taking advantage of new media's connectivity allows students to tap global intelligence and tailor their education" (p.11).

Thus, these studies validate the interview finding that seeking feedback and assistance through new media is an effective strategy student adopts to enhance their academic performance and experience. By leveraging new media's networking capacities, students can obtain valuable personalized support.

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Research Question 3: What are the challenges associated with the use of new media tools among students in learning of communicative skills CCTU?

The critical analysis of the interview data revealed five challenges associated with the use of new media for learning Communicative Skills among students of Cape Coast Technical University.

Misuse of Technology by CCTU Students of CS

This challenge involves using new media tools for purposes other than learning, such as entertainment, socializing, or cheating. As one student admitted,

Example 28

> *"Sometimes I get distracted by new media tools and use them for fun instead of studying. I watch funny videos on YouTube or chat with my friends on WhatsApp when I should be doing my Communicative Skills assignment."*
>
> *(Wanda,10-07-23)*

The underlying issue in these comments highlighted the potential negative impact of new media tools on students' academic performance in Communicative Skills, attention span, and integrity. By misusing technology, students may waste their time, lose their focus, or compromise their honesty. This may affect their learning outcomes in Communicative Skills, as well as their reputation and relationships with others.

This can distract them from their academic goals, reduce their attention span, or compromise their academic integrity. To prevent this, lecturers need to monitor and regulate students' use of new media tools in learning Communicative Skills, as well as provide clear guidelines and expectations for their appropriate and ethical use.

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This challenge is supported by previous research showing that some students inappropriately use new media tools during class time, hampering learning. A study by Taneja et al. (2015) found that many students browsed social media, played games or messaged friends when using devices in class for academic purposes. This distracted them from lectures and activities. The researchers emphasize that teachers must actively monitor student technology use to curb inappropriate activities.

Additionally, Currie et al. (2020) revealed that some students use new media tools to share exam content or plagiarize assignments. The researchers highlight the need for policies and training to promote ethical digital citizenship. They argue that "rules and guidelines are critical to ensure new media tools are used positively" (p.18).

Furthermore, Selwyn (2019) contends that unattended technology access enables misconduct and disengagement. He recommends that teachers maintain authority and accountability in the digital space by clearly communicating behavioral expectations. Selwyn states that oversight is key to ensuring optimal educational use of new media tools.

Therefore, these studies corroborate that misuse of technology can impede learning, and that monitoring and regulations are necessary to mitigate this risk and support productive integration of new media tools. Clear policies and expectations empower students to use technology responsibly in learning Communicative Skills.

Poor Network Infrastructure

This challenge involves facing technical difficulties or limitations when using new media tools for learning purposes, such as slow speed, unreliable connection, or limited access. One of the students complained,

Example 29

> *"Sometimes I can't use new media tools for learning Communicative Skills because of poor network infrastructure. I can't watch online lectures or download course materials because of slow internet or power outage."*
>
> *(Tarzan, 10-07-23)*

The underlying problem in these comments underscored the possible frustration and inconvenience caused by poor network infrastructure on students' learning experience. By facing technical difficulties or limitations, students may miss important information, lag behind their peers, or give up on using new media tools. This may affect their learning quality and satisfaction, as well as their motivation and confidence in communication.

A study by Schoepp (2005) examined the barriers to integrating new media tools in schools and identified outdated network infrastructure as a key challenge. The study found that slow internet speeds demotivated teachers from adopting new media-based activities. The researchers recommended schools conduct IT audits and upgrade connectivity to support new media use.

Furthermore, a report by UNESCO (2021) stated that equitable student access to new media tools depends heavily on schools providing secure IT facilities and internet. It advised administrators to view network infrastructure as a critical prerequisite for preparing students with 21st century digital skills. Thus, these studies validate that building state-of-the-art network

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infrastructure is imperative for unlocking the potential of new media tools to enhance teaching and learning outcomes.

Resistance to Change

This challenge involves rejecting or avoiding the use of new media tools for learning due to various reasons, such as fear of change, lack of motivation, preference for traditional methods, or negative perceptions of new media tools. As one of the student expressed,

Example 30

> *"Sometimes I don't want to use new media tools for learning Communicative Skills because I'm not comfortable with them. I prefer reading books or taking notes by hand rather than using websites or apps."* *(Bigy, 10-07-23)*

The underlying factor in these comments emphasized the potential barrier and obstacle posed by resistance to change on students' learning adaptation and innovation. By rejecting or avoiding the use of new media tools, students may miss out on valuable opportunities and benefits offered by new media tools. They may also fall behind their peers who are more willing and able to use new media tools in learning Communicative Skills.

Some students and lecturers may resist the use of new media tools for learning due to various reasons, such as fear of change, lack of motivation, preference for traditional methods, or negative perceptions of new media tools. This can limit the adoption and effectiveness of new media tools for learning Communicative Skills, as well as create conflicts or misunderstandings among Students. To address this, schools need to foster a positive culture and attitude towards the use of new media tools for learning Communicative Skills, as well as provide incentives and recognition for students who embrace them.

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A study by Buabeng-Andoh (2012) explored factors influencing teachers' acceptance of new media tools and found technophobia and preference for conventional instruction as key barriers. The researchers recommended change management strategies to encourage positive teacher attitudes.

Additionally, a survey by Armstrong et al. (2005) revealed students' low motivation to use new media tools due to perceptions that they are distracting or discourage effort. The study advised improving learners' buy-in by highlighting the benefits of new media for academic success.

Furthermore, a report by Ertmer et al. (2012) concluded that schools must actively shape supportive norms and culture to drive new media adoption. They suggested incentives, local champions and highlighting best practices as some key strategies.

Thus, these studies validate the need for schools to proactively address resistance by fostering enabling attitudes and environment to unlock the benefits of new media tools in studying Communicative Skills.

No Systems in Place to Utilize Technology in Curriculum

The critical analysis of the data gathered from the interviews additionally revealed that another notable challenge associated with the use of new media tools by students to learn Communicative Skills is no systems in place to utilize technology in curriculum. This challenge involves lacking a clear vision or strategy on how to integrate new media tools into the curriculum. With this, one of the interviewee pointed out that,

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Example 31

> *"Sometimes I don't know how to use new media tools for learning Communicative Skills because there is no guidance or plan from the school. For example, I don't know what platforms or tools are suitable for my Communicative Skills course content or learning objectives."*
>
> *(Batman, 10-07-23)*

The underlying factor in these comments highlighted the possible confusion and uncertainty caused by no systems in place to utilize technology in curriculum on students' learning direction and purpose. By lacking a clear vision or strategy on how to integrate new media tools into the curriculum, students may not know how to select, use, or evaluate new media tools effectively or appropriately in studying Communicative Skills. They may also not know how to align their use of new media tools with their learning outcomes and assessments in Communicative Skills.

A study by Tondeur et al. (2017) examined the role of school policies and leadership in adoption of new media and found lack of vision and planning as a key barrier. The researchers highlighted the need for schools to develop strategic roadmaps for integrating new media in teaching and learning.

Furthermore, a report by UNESCO (2019) recommended continuous monitoring and evaluation of new media initiatives to ensure they enhance student outcomes. They suggested feedback surveys and data analysis to refine utilization in curriculum. Thus, these studies validate the importance of systemic planning, alignment and review for schools to harness the full potential of new media tools in education."

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Seeking Feedback and Support

The critical analysis of the data gathered from the interviews also indicated that another prominent challenge associated with the use of new media tools by students to study Communicative Skills course is seeking feedback and support. This challenge involves having difficulty or reluctance in soliciting constructive criticism, guidance, or assistance from various sources when using new media tools for learning Communicative Skills. One interviewee student shared,

Example 32

> *"Sometimes I feel isolated or lost when using new media tools for learning Communicative Skills because I don't get enough feedback or support from others".*
> *(Mojo, 10-07-23)*

Example 33

Another shared,

> *"Normally, I don't get timely responses from my Communicative Skills lecturers or course mates when I have questions or problems with regards to the course."*
> *(Tarzan, 10-07-23)*

The underlying factor in these comments underscored the possible isolation or frustration experienced by seeking feedback and support on students' learning progress and performance in Communicative Skills. By having difficulty or reluctance in soliciting feedback or support from others, students may not be able to improve their learning outcomes, overcome their challenges, or achieve their goals. They may also not be able to build relationships or networks with others who can offer valuable insights or resources.

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Considering all these factors, the analysis of responses suggests that students encounter various challenges associated with the use of new media tools for their Communicative Skills studies. By misusing technology, facing technical difficulties or limitations, rejecting or avoiding the use of new media tools, lacking a clear vision or strategy on how to integrate new media tools into the curriculum, and having difficulty or reluctance in soliciting feedback or support from others, students may face obstacles and risks that may hinder their learning potential and satisfaction in Communicative Skills. They may also face difficulties in developing their digital competencies and confidence by using new media tools in a smart and responsible manner to study Communicative Skills.

Conclusion

This chapter presented analyzed and discussed the main data sets. The chapter was divided into three main parts, addressing the three research questions that guided the study. These included the uses and gratifications of new media among students in learning Communicative Skills, the strategies of using new media among students, and the challenges associated with its use. The analysis of the data revealed that new media was primarily used for learning and studying, discussion and interaction, and accessing resources. It also highlighted the various benefits of using new media, such as facilitating self-paced learning, promoting engagement, and providing access to a diverse range of resources. The chapter concluded by providing relevant quotes from the interview transcripts and highlighting the valuable insights gained from the study.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

This chapter comprises five strands. The first provides a summary of the entire study. In the second section, the key findings of the present study are highlighted. This is followed by a discussion of conclusions drawn from the analysis of the data while the next part presents the recommendations and implications of the study. The final section of this chapter, and for that matter this thesis, suggests directions for future research.

Summary of the Study

The purpose of this study was to explore the uses and gratifications of new media in off classroom spaces in the learning of Communicative Skills at the Cape Coast Technical University. Theoretical framework (Uses and Gratifications Theory) underpinned the study, which highlighted interdependent facets shaping new media's role. A multidimensional conceptual lens integrating technical, pedagogical, social, critical, cultural and political economic perspectives provides a richer foundation for analysis. Three research objectives drove this inquiry. The first explored the uses and gratifications of new media among students in learning Communicative Skills outside the classroom. The second objective sought to examine strategies of the use of new media among students of Communicative Skills at the Cape Coast Technical University while the third research objective was to examine challenges associated with the use of new media tools in learning of Communicative Skills by students of the Cape Coast Technical University.

For language and writing skill development specifically, new media presents interactive social contexts enabling authentic communication, output

and feedback central for growth. But focus, quality and access disparities require redress through differentiated support. Overall, research underscores new media technologies' immense yet complex capacity for reconfiguring teaching and learning. Avoiding polarized perspectives, nuanced examination of evidence-based effective practices across diverse settings can inform context-sensitive integration fulfilling the promises while proactively addressing the pitfalls. As applications continue evolving, ongoing pluralistic research is imperative. In terms of the population, it comprised of first year students studying a compulsory introductory Communicative Skills course. At the time of the study, approximately 1,000 students were estimated to be enrolled in this course.

Major Findings

Based on the analysis and discussion of the data, the following key findings were made with specific reference to the research questions. With respect to the first research question, the study yielded six uses and four gratifications among students in studying Communicative Skills at Cape Coast Technical University in terms of uses, the participants revealed enhances learning experience, discussing and interacting, access to resource, management of assignments and exercises, collaborating and participating and promoting networking as the uses of new media in learning of communicative skills. While, appreciation of potential, preference for new media platforms, enhanced learning experience, and familiarity and increased value recognition were revealed as gratifications of new media among students in learning of Communicative Skills at the Cape Coast Technical University. In an attempt to gain a more granular understanding of this use of new media, responses

related to the ways in which new media aids and supports the process of learning and studying were meticulously analysed. Participants provided insights into how platforms that falls under the umbrella of new media, such as YouTube, Khan Academy, and Coursera, are frequently used for accessing educational resources such as short video lectures and comprehensive online courses. These resources are used as supplementary tools to the traditional, face-to-face lessons. A closer look at the responses reveals a wide spectrum of ways in which students harness the power of new media for assignment-related activities. The examination of the interview transcripts clearly highlighted the pivotal role new media platforms play in fostering collaboration and enhancing participation among students in academic activities related to Communicative Skills. Interviewees frequently emphasized the myriad ways these technologies enable collective academic endeavors critical to success in the subject.

In relation to the second research question, the results of the study revealed four main strategies of the use of new media among students in learning Communicative Skills at Cape Coast Technical University. The participants revealed that Selecting appropriate platforms and tools, balancing online and offline activities, adapting to changing situations and environments as well as seeking feedback and support served as the strategies of the use of new media in studying Communicative Skills course. Specifically, the participants revealed that the strategy involves evaluating the features, functions, and benefits of various new media platforms and tools, such as websites, blogs, podcasts, social media, streaming services, mobile apps, virtual and augmented reality, and more, and choosing the ones that best fit

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their learning needs and goals. These strategies involve managing the time, frequency, and duration of using new media for learning purposes, as well as integrating new media with traditional media and face-to-face interactions. Another strategy involves adjusting the use of new media according to the context, purpose, and audience of the learning situation or environment and also involves using new media to solicit constructive criticism, guidance, and assistance from various sources, such as peers, instructors, experts, or online communities.

Finally, with respect to the third research question, it was observed that, concerning the challenges associated with the use of new media tools by students of Communicative Skills at Cape Coast Technical University, the participants revealed students misuse of technology, poor network infrastructure, resistance to change, no Systems in place to utilize technology in curriculum and seeking feedback and support as the major challenges regarding the use of new media tools in learning Communicative Skill by students. Specifically, the participants revealed that the challenge involves using new media tools for purposes other than learning, such as entertainment, socializing, or cheating. Again, the participants revealed that the underlying issue in these comments highlighted the potential negative impact of new media tools on students' academic performance, attention span, and integrity. By misusing technology, students may waste their time, lose their focus, or compromise their honesty. This may affect their learning outcomes, as well as their reputation and relationships with others.

It was further revealed that the challenges could distract them from their academic goals, reduce their attention span, or compromise their

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academic integrity. To prevent this, lecturers need to monitor and regulate students' use of new media tools, as well as provide clear guidelines and expectations for their appropriate and ethical use.

Moreover, the participants revealed that this challenge involves facing technical difficulties or limitations when using new media tools for learning purposes, such as slow speed, unreliable connection, or limited access. It was expatiated that the challenge involves rejecting or avoiding the use of new media tools for learning Communicative Skills due to various reasons, such as fear of change, lack of motivation, preference for traditional methods, or negative perceptions of new media tools.

The critical analysis of the data gathered from the interviews additionally revealed that another notable challenge associated with the use of new media tools by students to learn Communicative Skills is that there is no system in place to utilize technology in curriculum. This challenge involves lacking a clear vision or strategy on how to integrate new media tools into the curriculum.

Implication for Research

Concerning the study's contribution to research, it revealed the uses and gratifications of new media in learning of Communicative Skills. Also, the study came out with some strategies of the use of new media among students in learning Communicative Skills. Finally, the study revealed the challenges associated with the use of new media tools in learning of Communicative Skills at the Cape Coast Technical University. It was an effective instrument for students to study and share their thoughts offering access to educational resources, facilitates communication and digital literacy. However, excessive

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use led to negative consequences such as distraction of student's attention from their Communicative Skills studies.

Recommendations

Based on the conclusions, the following recommendations are proposed:

1. Institutions should develop policies guiding balanced and effective new media integration to enhance learning Communicative Skills while minimizing risks.

2. Teacher training programs should incorporate best practices for leveraging technology to transform student-centered, interactive learning environments.

3. Instructors should receive support in course design facilitating seamless integration of online and in-person learning activities tailored to Communicative Skills course objectives.

4. Students should be provided resources on self-directed learning strategies and self-regulation tactics to benefit from new media in learning Communicative Skills while avoiding overuse.

5. Learning analytics and student feedback should be leveraged to continuously evaluate and optimize new media tools and strategies.

6. Future research should explore effectiveness of specific blended learning designs that purposefully leverage both new media and traditional instructional approaches.

Suggestions for Further Research

This exploratory study provided initial insights into student experiences with new media integration for developing Communicative Skills. Further research is needed to build on these findings in several areas:

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1. Quantitative studies assessing the impact of specific blended learning designs on Communicative Skills development and academic performance.

2. Studies comparing student versus instructor perceptions of effective new media strategies and tools to identify gaps in Communicative Skills learning.

3. Research on best practices in instructor integration of multimedia content to enhance student engagement Communicative Skills.

4. Longitudinal studies evaluating long-term impacts of new media immersion on student communicative competence.

5. Investigations of differences in new media integration approaches and outcomes across educational levels from primary to tertiary.

6. Action research focused on supporting instructors in developing blended learning curriculum tailored to enhancing interactive, personalized learning experiences.

In terms of theory, the Uses and Gratifications Theory (UGT) was adopted to underpin the study. This approach was used to understanding why and how people actively seek out specific media to satisfy specific needs. The study has entreated instructors to receive support in course design facilitating seamless integration of online and in-person learning activities tailored to Communicative Skills course objectives.

Again, students are to be provided resources on self-directed learning strategies and self-regulation tactics to benefit from new media in learning Communicative Skills while avoiding overuse. Lecturers are entreated that learning analytics and student feedback should be leveraged to continuously evaluate and optimize new media tools and strategies.

Conclusions

The following key conclusions were arrived at: Students view new media platforms as useful resources but must employ self-regulation to avoid overuse and distraction, suggesting blended learning approaches balancing online and offline modes may be beneficial.

Lecturers are leveraging new media to transform teaching approaches, creating more interactive and student-centered learning aligned with constructivist principles. However, challenges remain in fully transitioning to two-way dialogue. Enhanced student-instructor communication through new media in teaching and learning of communicative Skills makes lecturers more accessible, but training may further optimise these practices on both ends to maximize benefits. Technical limitations and lack of in-person interactions with exclusive online learning of Communicative Skills highlight the value of hybrid models blending technological capabilities with traditional classroom interactions.

Overall, the successful integration of new media tools in teaching and learning Communicative Skills requires mitigating risks like distraction and isolation while implementing new pedagogical paradigms leveraging technology's conveniences and engagement potential.

The present study revealed an outstanding insight that new media tools empower students to engage in self-regulated learning that aids them in gratifying their cognitive need for using new media tools. The study also provided evidence that new media tools are effective in creating communication communities among students thereby enhancing information sharing among students.

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APPENDIX A: Ethical Clearance Letter

UNIVERSITY OF CAPE COAST

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TEL: 0558093143 / 0508878349
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OMB NO: 0990-0279
IORG #: IORG0011897   4ᵀᴴ JULY, 2023

Ms Betty Mansen
Department of Communication Studies
University of Cape Coast

Dear Ms Mansen,

ETHICAL CLEARANCE – ID (UCCIRB/CHLS/2023/34)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **Exploring the use of New Media in Off-Class Spaces in Teaching Communicative Skills.** This approval is valid from **5ᵗʰ July, 2023** to **4ᵗʰ July, 2024.** You may apply for an extension of ethical approval if the study lasts for more than 12 months.

Please note that any modification to the project must first receive renewal clearance from the UCCIRB before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh
Ag. Administrator

ADMINISTRATOR
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UNIVERSITY OF CAPE COAST

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APPENDIX B: Application for Ethical Clearance

Department of Communication Studies

University of Cape Coast

Cape Coast

15th March, 2023

The Chairman

Institutional Review Board

University of Cape Coast

Cape Coast

Dear Sir,

<u>APPLICATION FOR ETHICAL CLEARANCE</u>

I am an MPhil candidate with registration number AR/TCO/21/0003 at the department of Communication Studies applying for ethical clearance to enable me commence my data collection. My MPhil proposal titled "Exploring the use of new media in off – classroom spaces in teaching Communicative Skills "has been successfully defended and approved by the department.

I am counting on your cooperation.

Thank You.

Yours faithfully,

Betty Mansen

0548155198

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APPENDIX C: Letter of Support

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
FACULTY OF ARTS
DEPARTMENT OF COMMUNICATION STUDIES

Tel: 03321-30944
Email: dcs@ucc.edu.gh
()ur llet': DCs/MP/C/2/\ .1 /t) 11
Your Ref:

University Post Office
Cape Coast, GHANA

19" December 2022.

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast

Dear Sir/Madam,

LETTER OF SUPPORT: MS. BETTY MANSEN

We write to request for ethical clearance for the above-named student who is an MPhil candidate in the Department of Communication Studies. The candidate's registration number is AR/TCO/21/0003.

We would be grateful if Ms. Mansen received the necessary support needed to produce a well-written thesis that will contribute to knowledge in the academic community.

We count on your usual cooperation.

Yours faithfully,

Prof. William. K. Gyasi
HEAD OF DEPARTMENT

APPENDIX D: Letter of Support

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
FACULTY OF ARTS
DEPARTMENT OF COMMUNICATION STUDIES

Tel: 03321-30944
Email: dcs@ucc.edu.gh
Our Ref: DCS/MP/C/2/V.1/040
Your Ref:

University Post Office
Cape Coast, GHANA

19th December, 2022.

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast

Dear Sir/Madam,

LETTER OF SUPPORT: MS. BETTY MANSEN

I am writing in support of the application submitted by the above-named student for ethical clearance. She is working on a topic, titled: *"Exploring the use of new media in off-classroom spaces in the teaching of communicative skills."*

I would be grateful if her request was granted so she could commence her data collection activity.

Thank you.

Yours faithfully,

Dr. Wincharles Coker
THESIS SUPERVISOR

APPENDIX E: Interview Guide for Students

COLLEGE OF HUMANITIES AND LEGAL STUDIES

DEPARTMENT OF COMMUNICATION STUDIES

Introduction

I would appreciate greatly if you could take some time to respond to this interview questions to aid me obtain information concerning the knowledge on the use of new media in off class space in teaching communicative skills. This exercise is in partial fulfilment for the award of a Master of Philosophy Degree in Teaching Communicative Skills. It is purely an academic exercise and as such responses given would be treated with utmost anonymity.

SECTION A: USES AND GRATIFICATIONS OF NEW MEDIA IN THE TEACHING AND LEARNING OF COMMUNICATIVE SKILLS.

    a. Which new media channels are you most active on in studying communication Skills?

    b. What do you use new media for?

    c. How useful is new media for learning and communication?

    d. Can u describe how lecturers use new media in the classroom?

    e. Can you tell me how you use new media to communicate with your lecturers?

    f. How often do you use these applications and in what kind of context?

    g. What have been your experiences, so far, with the use of new media for your Communication Skills course?

    h. Discuss with me some negative effects of New Media in Communicative Skills classroom.

SECTION B: THE STRATEGIES OF THE USE OF NEW MEDIA AMONG INSTRUCTORS AND STUDENTS OF COMMUNICATIVE SKILLS.

a. What are the attitudes of your colleague students towards the use of new media in the Communication Skills classroom?

b. Discuss with me some of the strategies of new media that your lecturers use in learning Communicative Skills.

c. What strategies do they recommend for students to use in teaching and learning of Communication Skills?

d. What are the merits of using new media in learning of Communication Skills?

SECTION C: CHALLENGES ASSOCIATED WITH THE USE OF NEW MEDIA TOOLS IN TEACHING AND LEARNING OF COMMUNICATIVE SKILLS

a. What do you consider to be the main pitfalls of the use of new media in learning of Communication Skills?

b. Discuss with me how you have experienced any limitations of these new media technology in learning Communication Skills. (Are there certain things that you would like to do but cannot)?

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APPENDIX F: Transcript of the Interview Data

Interviewee:

SECTION A: USES AND GRATIFICATIONS OF NEW MEDIA IN THE TEACHING AND LEARNING OF COMMUNICATIVE SKILLS.

a. Which new media channels are you most active on in studying Communication Skills?

I am most active on online discussion forums, social media platforms like Facebook and Twitter, and educational websites when studying Communication Skills.

b. What do you use new media for?

I use new media for a variety of purposes in studying Communication Skills. Online discussion forums provide a platform for engaging in academic discussions, seeking help, and sharing resources with other students. Social media platforms allow me to follow relevant pages and groups, access educational content, and connect with classmates. Educational websites offer additional learning materials, articles, and tutorials that complement my studies.

c. How useful is new media for learning and communication?

New media is highly useful for learning and communication in the context of studying Communication Skills. It provides access to a vast amount of information, facilitates collaboration and knowledge sharing among peers, and offers opportunities for interactive learning through multimedia content and online discussions.

d. Can you describe how lecturers use new media in the classroom?

Lecturers use new media in the classroom by incorporating online platforms and tools into their teaching methods. They may share lecture materials, assignments, and supplementary resources through learning management systems. Lecturers also utilize multimedia presentations, videos, and online discussions to enhance the learning experience and encourage student engagement.

e. Can you tell me how you use new media to communicate with your lecturers?

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I primarily use email to communicate with my lecturers. It allows me to ask questions, seek clarifications, and submit assignments. Additionally, some lecturers create online discussion boards or utilize messaging platforms for more immediate communication and interaction.

f. How often do you use these applications and in what kind of context?

I use these applications regularly throughout the semester. Online discussion forums and social media platforms are used for academic discussions, sharing resources, and collaborating with peers. Educational websites are accessed whenever I need additional information or want to explore specific topics in-depth.

g. What have been your experiences, so far, with the use of new media for your Communication Skills course?

My experiences with the use of new media for my Communication Skills course have been positive overall. It has allowed me to access a wide range of information, engage in meaningful discussions with classmates, and receive timely feedback from my lecturers. The use of new media has made the learning process more dynamic and interactive.

h. Discuss with me some negative effects of New Media in the Communicative Skills classroom.

One negative effect of new media in the Communicative Skills classroom is the potential for distractions. With the abundance of information and entertainment available online, it can be easy for students to lose focus during class or while studying. Additionally, the reliance on new media may limit face-to-face interaction and hinder the development of certain communication skills that require in-person practice.

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SECTION B: THE STRATEGIES OF THE USE OF NEW MEDIA AMONG INSTRUCTORS AND STUDENTS OF COMMUNICATIVE SKILLS.

a. What are the attitudes of your colleague students towards the use of new media in the Communication Skills classroom?

The attitudes of my colleague students towards the use of new media in the Communication Skills classroom are generally positive. Many students appreciate the convenience and accessibility that new media provides for learning and communication. They see it as a valuable tool for collaborating with peers, accessing resources, and engaging in interactive discussions.

b. Discuss with me some of the strategies of new media that your lecturers use in learning Communicative Skills.

Some strategies of new media that my lecturers use in learning Communicative Skills include:

Incorporating multimedia presentations and videos in lectures to enhance understanding and engagement.

Creating online discussion forums or using social media groups for students to participate in academic discussions and share ideas.

Providing links to educational websites and online resources for further exploration of topics.

Utilizing learning management systems to share course materials, assignments, and grades electronically.

c. What strategies do they recommend for students to use in teaching and learning of Communication Skills?

Lecturers recommend the following strategies for students to use in teaching and learning of Communication Skills:

Actively participating in online discussions and engaging in collaborative learning with classmates.

Exploring educational websites and online resources to deepen understanding of Communication Skills concepts.

Using multimedia tools to create presentations or projects that demonstrate effective communication skills.

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Seeking feedback from lecturers and peers through online platforms to improve communication abilities.

d. What are the merits of using new media in learning of Communication Skills?

The merits of using new media in learning of Communication Skills include:

Enhanced accessibility to learning materials and resources, allowing students to study at their own pace and convenience.

Increased opportunities for collaborative learning and engagement through online discussions and group projects.

Exposure to diverse perspectives and experiences through interactions with classmates and accessing a wide range of online content.

Improved digital literacy skills, as new media platforms are integral to modern communication and professional environments.

SECTION C: CHALLENGES ASSOCIATED WITH THE USE OF NEW MEDIA TOOLS IN TEACHING AND LEARNING OF COMMUNICATIVE SKILLS

a. What do you consider to be the main pitfalls of the use of new media in learning of Communication Skills?

The main pitfalls of the use of new media in learning of Communication Skills include:

Information overload and the challenge of filtering reliable and relevant information from the vast amount available online.

Potential distractions from non-academic content and social interactions on new media platforms.

Limited face-to-face interaction, which may hinder the development of certain interpersonal communication skills.

Technical issues or lack of access to reliable internet connection and devices for all students.

b. Discuss with me how you have experienced any limitations of these new media technologies in learning Communication Skills. (Are there certain things that you would like to do but cannot)?

Personally, I have experienced limitations with new media technologies in learning Communication Skills. One limitation is the lack of real-time feedback and interaction that comes with face-to-face classroom settings. While online discussions and messaging platforms provide some level of interaction, they cannot fully replace the immediate feedback and dynamic exchanges that occur in a traditional classroom. Additionally, some practical aspects of Communication Skills, such as public speaking or nonverbal communication, are challenging to develop solely through online platforms.

Interviewee

SECTION A: USES AND GRATIFICATIONS OF NEW MEDIA IN THE TEACHING AND LEARNING OF COMMUNICATIVE SKILLS.

a. Which new media channels are you most active on in studying Communication Skills?

The new media channels I am most active on in studying Communication Skills include online forums, social media platforms like Twitter and Instagram, and video-sharing platforms like YouTube.

b. What do you use new media for?

I use new media for various purposes in studying Communication Skills. Online forums provide a space for discussions and sharing insights with other students. Social media platforms allow me to follow relevant accounts and pages that share valuable resources and insights related to Communication Skills. Video-sharing platforms offer tutorials and demonstrations on specific communication techniques.

c. How useful is new media for learning and communication?

New media is extremely useful for learning and communication in the context of studying Communication Skills. It provides access to a wealth of information, diverse perspectives, and practical demonstrations of effective communication techniques. It also facilitates communication and collaboration among students and instructors, allowing for the exchange of ideas and feedback.

d. Can you describe how lecturers use new media in the classroom?

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Lecturers use new media in the classroom by incorporating various online platforms and tools. They may share relevant articles and videos through learning management systems or provide links to external resources. Lecturers also encourage online discussions and may use video conferencing for interactive sessions or guest lectures.

e. Can you tell me how you use new media to communicate with your lecturers?

I primarily use email to communicate with my lecturers for formal inquiries, submitting assignments, and seeking clarifications. Some lecturers also utilize messaging apps or online discussion boards to facilitate communication and provide updates related to the course.

f. How often do you use these applications and in what kind of context?

I use these applications regularly throughout the semester. Online forums are used for academic discussions and sharing insights with fellow students. Social media platforms are accessed daily to follow relevant accounts and engage with educational content. Video-sharing platforms are used when I need additional tutorials or demonstrations to enhance my understanding of specific communication skills.

g. What have been your experiences, so far, with the use of new media for your Communication Skills course?

My experiences with the use of new media for my Communication Skills course have been positive. It has allowed me to access a wide range of resources, gain different perspectives, and engage in discussions with fellow students. The use of new media has enriched my learning experience and provided opportunities for self-paced learning and exploration.

h. Discuss with me some negative effects of New Media in the Communicative Skills classroom.

One negative effect of new media in the Communicative Skills classroom is the potential for information overload. With the vast amount of information available online, it can be challenging to filter and prioritize relevant content. Additionally, the reliance on new media may lead to decreased face-to-face interaction, which could affect the

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development of certain interpersonal and nonverbal communication skills.

SECTION B: THE STRATEGIES OF THE USE OF NEW MEDIA AMONG INSTRUCTORS AND STUDENTS OF COMMUNICATIVE SKILLS

. a. What are the attitudes of your colleague students towards the use of new media in the Communication Skills classroom?

The attitudes of my colleague students towards the use of new media in the Communication Skills classroom are generally positive. Many students appreciate the convenience and accessibility that new media provides for learning and communication. They see it as a valuable tool for collaborating with peers, accessing resources, and engaging in interactive discussions.

b. Discuss with me some of the strategies of new media that your lecturers use in learning Communicative Skills.

Some strategies of new media that my lecturers use in learning Communicative Skills include:

Incorporating multimedia presentations and videos in lectures to enhance understanding and engagement.

Creating online discussion forums or using social media groups for students to participate in academic discussions and share ideas.

Providing links to educational websites and online resources for further exploration of topics.

Utilizing learning management systems to share course materials, assignments, and grades electronically.

c. What strategies do they recommend for students to use in teaching and learning of Communication Skills?

Lecturers recommend the following strategies for students to use in teaching and learning of Communication Skills:

Actively participating in online discussions and engaging in collaborative learning with classmates.

Exploring educational websites and online resources to deepen understanding of Communication Skills concepts.

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Using multimedia tools to create presentations or projects that demonstrate effective communication skills.

Seeking feedback from lecturers and peers through online platforms to improve communication abilities.

d. What are the merits of using new media in learning of Communication Skills?

The merits of using new media in learning of Communication Skills include:

Enhanced accessibility to learning materials and resources, allowing students to study at their own pace and convenience.

Increased opportunities for collaborative learning and engagement through online discussions and group projects.

Exposure to diverse perspectives and experiences through interactions with classmates and accessing a wide range of online content.

Improved digital literacy skills, as new media platforms are integral to modern communication and professional environments.

SECTION C: CHALLENGES ASSOCIATED WITH THE USE OF NEW MEDIA TOOLS IN TEACHING AND LEARNING OF COMMUNICATIVE SKILLS

a. What do you consider to be the main pitfalls of the use of new media in learning of Communication Skills?

The main pitfalls of the use of new media in learning of Communication Skills include:

Information overload and the challenge of filtering reliable and relevant information from the vast amount available online.

Potential distractions from non-academic content and social interactions on new media platforms.

Limited face-to-face interaction, which may hinder the development of certain interpersonal communication skills.

Technical issues or lack of access to reliable internet connection and devices for all students.

b. Discuss with me how you have experienced any limitations of these new media technologies in learning Communication Skills. (Are there certain things that you would like to do but cannot)?

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Personally, I have experienced limitations with new media technologies in learning Communication Skills. One limitation is the lack of real-time feedback and interaction that comes with face-to-face classroom settings. While online discussions and messaging platforms provide some level of interaction, they cannot fully replace the immediate feedback and dynamic exchanges that occur in a traditional classroom. Additionally, some practical aspects of Communication Skills, such as public speaking or nonverbal communication, are challenging to develop solely through online platforms.

Interviewee:

SECTION A: USES AND GRATIFICATIONS OF NEW MEDIA IN THE TEACHING AND LEARNING OF COMMUNICATIVE SKILLS.

a. Which new media channels are you most active on in studying Communication Skills?

The new media channels I am most active on in studying Communication Skills include online discussion forums, social media platforms like Facebook and Instagram, and video-sharing platforms like YouTube.

b. What do you use new media for?

I use new media for various purposes in studying Communication Skills. Online discussion forums provide a space for academic discussions, sharing resources, and seeking help from fellow students. Social media platforms offer access to relevant industry news, expert insights, and networking opportunities. Video-sharing platforms provide tutorials, demonstrations, and real-life examples of effective communication strategies.

c. How useful is new media for learning and communication?

New media is incredibly useful for learning and communication in the context of studying Communication Skills. It provides a wealth of resources, diverse perspectives, and interactive platforms. Through new media, I can access course materials, engage in discussions, seek

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feedback, and learn from real-life examples, all of which enhance my understanding and application of Communication Skills.

d. Can you describe how lecturers use new media in the classroom?

Lecturers use new media in the classroom by incorporating various online platforms and tools. They share relevant articles, videos, and multimedia resources through learning management systems or online platforms. Lecturers also encourage online discussions, use video conferencing tools for virtual lectures, and provide feedback on assignments and projects through digital platforms.

e. Can you tell me how you use new media to communicate with your lecturers?

I primarily use email to communicate with my lecturers. It allows me to ask questions, seek clarifications, and submit assignments. Additionally, some lecturers create online discussion boards or use messaging platforms to facilitate more immediate communication and interaction.

f. How often do you use these applications and in what kind of context?

I use these applications regularly throughout the semester. Online discussion forums are used for academic discussions, seeking help, and sharing resources with fellow students. Social media platforms are accessed daily to follow relevant pages, engage with educational content, and connect with classmates. Video-sharing platforms are used whenever I need additional guidance or examples for specific communication techniques.

g. What have been your experiences, so far, with the use of new media for your Communication Skills course?

My experiences with the use of new media for my Communication Skills course have been positive. It has provided me with access to a wide range of resources, diverse perspectives, and interactive platforms. Through new media, I have engaged in meaningful discussions with fellow students, received valuable feedback from lecturers, and expanded my understanding of Communication Skills concepts.

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h. Discuss with me some negative effects of New Media in the Communicative Skills classroom.

One negative effect of new media in the Communicative Skills classroom is the potential for information overload. With the abundance of information available online, it can be challenging to filter and prioritize relevant content. Additionally, excessive reliance on new media may lead to decreased face-to-face interaction and hinder the development of certain communication skills that require in-person practice.

SECTION B: THE STRATEGIES OF THE USE OF NEW MEDIA AMONG INSTRUCTORS AND STUDENTS OF COMMUNICATIVE SKILLS.

a. What are the attitudes of your colleague students towards the use of new media in the Communication Skills classroom?

The attitudes of my colleague students towards the use of new media in the Communication Skills classroom are generally positive. They recognize the value of new media in enhancing their learning experience, accessing diverse resources, and engaging in collaborative activities. Many students appreciate the convenience and flexibility that new media provides in acquiring and applying Communication Skills.

b. Discuss with me some of the strategies of new media that your lecturers use in learning Communicative Skills.

Some strategies of new media that my lecturers use in learning Communicative Skills include:

Sharing relevant articles, videos, and multimedia resources through learning management systems or online platforms.

Facilitating online discussion boards or forums to encourage active participation and exchange of ideas.

Utilizing video conferencing tools for virtual lectures, group projects, and guest speaker sessions.

Providing timely feedback and guidance through email or messaging platforms.

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c. What strategies do they recommend for students to use in teaching and learning of Communication Skills?

Lecturers recommend the following strategies for students to use in teaching and learning of Communication Skills:

Actively participating in online discussions and sharing insights with classmates to enhance understanding and critical thinking.

Utilizing online resources, such as educational websites and video tutorials, to supplement classroom learning.

Engaging in virtual collaborations with peers for group projects or presentations, using video conferencing or collaborative platforms.

Seeking feedback from lecturers through email or online platforms to improve communication skills.

d. What are the merits of using new media in learning of Communication Skills?

The merits of using new media in learning Communication Skills include:

Increased accessibility to a wide range of resources and learning materials, allowing students to explore different perspectives and deepen their understanding.

Enhanced engagement and active participation through online discussions and interactive platforms, promoting critical thinking and collaborative learning.

Flexibility in accessing course materials and lectures, providing opportunities for self-paced learning and review.

Exposure to real-world examples and diverse communication contexts through multimedia resources, fostering practical application of Communication Skills.

SECTION C: CHALLENGES ASSOCIATED WITH THE USE OF NEW MEDIA TOOLS IN TEACHING AND LEARNING OF COMMUNICATIVE SKILLS

a. What do you consider to be the main pitfalls of the use of new media in learning of Communication Skills?

The main pitfalls of using new media in learning Communication Skills include:

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Information overload and difficulty in filtering and verifying the credibility of online sources.

Potential distractions from non-academic content and the need for self-discipline to stay focused on relevant learning materials.

Limited opportunities for in-person interaction and practice of certain communication skills, such as nonverbal cues and public speaking.

Unequal access to technology and reliable internet connectivity, which can create disparities among students.

b. Discuss with me how you have experienced any limitations of these new media technologies in learning Communication Skills. (Are there certain things that you would like to do but cannot?)

Personally, I have experienced limitations with new media technologies in learning Communication Skills. One limitation is the difficulty in simulating real-life communication scenarios and receiving immediate feedback through online platforms alone. While online discussions and video tutorials provide valuable insights, there are certain aspects of communication, such as nonverbal cues and real-time interaction that are best learned through face-to-face experiences. Additionally, the reliance on technology may sometimes lead to technical glitches or connectivity issues, disrupting the learning process

Interviewee:

SECTION A: DEMOGRAPHIC DATA

SECTION A: USES AND GRATIFICATIONS OF NEW MEDIA IN THE TEACHING AND LEARNING OF COMMUNICATIVE SKILLS.

a. Which new media channels are you most active on in studying Communication Skills?

The new media channels I am most active on in studying Communication Skills include online discussion forums, social media platforms like Twitter and LinkedIn, and video-sharing platforms like YouTube.

b. What do you use new media for?

I use new media for various purposes in studying Communication Skills. Online discussion forums provide a platform to engage in academic discussions, seek advice, and share resources with fellow students. Social media platforms allow me to follow industry experts, access relevant articles and news, and engage in discussions with professionals. Video-sharing platforms offer tutorials, demonstrations, and real-life examples that supplement my learning of Communication Skills.

c. How useful is new media for learning and communication?

New media is highly useful for learning and communication in the context of studying Communication Skills. It provides a wealth of resources, diverse perspectives, and interactive platforms that enhance my understanding and application of communication concepts. Through new media, I can access up-to-date information, engage in discussions with a global community, and learn from real-world examples.

d. Can you describe how lecturers use new media in the classroom?

Lecturers use new media in the classroom by integrating various online platforms and tools into their teaching practices. They share relevant articles, videos, and multimedia resources through learning management systems or dedicated course websites. Lecturers also encourage online discussions, utilize video conferencing tools for virtual lectures or guest speaker sessions, and provide timely feedback on assignments and projects through digital platforms.

e. Can you tell me how you use new media to communicate with your lecturers?

I primarily use email to communicate with my lecturers for formal inquiries, submitting assignments, and seeking clarifications. In addition to email, some lecturers use online discussion forums or messaging apps to facilitate more immediate communication and foster interactive learning experiences.

f. How often do you use these applications and in what kind of context?

I use these applications on a regular basis throughout the semester. Online discussion forums are used for academic discussions, seeking clarification on course content, and sharing resources with fellow students. Social media platforms are accessed daily to stay updated on industry trends, follow thought leaders, and engage in professional discussions. Video-sharing platforms are used when I need supplementary resources, tutorials, or examples related to specific communication skills.

g. What have been your experiences, so far, with the use of new media for your Communication Skills course?

My experiences with the use of new media for my Communication Skills course have been highly positive. It has provided me with a vast array of resources, diverse perspectives, and interactive platforms that enhance my learning experience. Through new media, I have been able to engage in meaningful discussions with classmates, access valuable insights from industry professionals, and gain exposure to real-life examples that illustrate communication concepts.

h. Discuss with me some negative effects of New Media in the Communicative Skills classroom.

One negative effect of new media in the Communicative Skills classroom is the potential for information overload. With the abundance of online resources, it can sometimes be challenging to discern credible sources and filter through the vast amount of information available. Additionally, excessive reliance on new media for communication may reduce face-to-face interaction, which can impact the development of certain nonverbal communication skills and interpersonal relationships.

SECTION B: THE STRATEGIES OF THE USE OF NEW MEDIA AMONG INSTRUCTORS AND STUDENTS OF COMMUNICATIVE SKILLS.

a. What are the attitudes of your colleague students towards the use of new media in the Communication Skills classroom?

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The attitudes of my colleague students towards the use of new media in the Communication Skills classroom are generally positive. They recognize the benefits of new media in enhancing their learning experience, accessing diverse resources, and engaging in interactive activities. Many students appreciate the flexibility and convenience that new media platforms offer in acquiring and applying Communication Skills.

b. Discuss with me some of the strategies of new media that your lecturers use in learning Communicative Skills.

Some strategies of new media that my lecturers use in learning Communicative Skills include:

Sharing relevant articles, case studies, and multimedia resources through online platforms to supplement classroom instruction.

Encouraging the use of online discussion boards or forums for collaborative learning and exchange of ideas.

Incorporating video presentations, podcasts, or interviews as additional learning materials to provide diverse perspectives.

Utilizing online platforms for peer feedback, self-assessment, and group project collaborations.

c. What strategies do they recommend for students to use in teaching and learning of Communication Skills?

Lecturers recommend the following strategies for students to use in teaching and learning Communication Skills:

Actively participating in online discussions to share insights, engage with peers, and expand understanding of communication concepts.

Utilizing multimedia resources and online tools to practice and refine communication skills, such as public speaking or multimedia presentations.

Engaging with industry professionals and thought leaders through social media platforms to stay updated on current trends and gain valuable insights.

Collaborating with classmates through online platforms for group projects, peer feedback, and enhancing teamwork skills.

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d. What are the merits of using new media in learning of Communication Skills?

The merits of using new media in learning Communication Skills include:

Access to a wide range of resources, including articles, videos, podcasts, and case studies, which enhance understanding and provide real-life examples.

Opportunities for interactive and collaborative learning through online discussions, group projects, and virtual collaborations.

Flexibility in accessing course materials and resources, allowing students to learn at their own pace and convenience.

Exposure to diverse communication contexts and perspectives through multimedia resources, fostering practical application of Communication Skills.

SECTION C: CHALLENGES ASSOCIATED WITH THE USE OF NEW MEDIA TOOLS IN TEACHING AND LEARNING OF COMMUNICATIVE SKILLS

a. What do you consider to be the main pitfalls of the use of new media in learning Communication Skills?

The main pitfalls of using new media in learning Communication Skills include:

Information overload and difficulty in discerning credible sources from the vast amount of online information available.

Potential distractions from non-academic content and the need for self-discipline to stay focused on relevant learning materials.

Limited opportunities for in-person practice of certain communication skills, such as nonverbal cues or public speaking, which are best learned through face-to-face interaction.

Unequal access to technology and reliable internet connectivity, leading to disparities in learning experiences among students.

b. Discuss with me how you have experienced any limitations of these new media technologies in learning Communication Skills. (Are there certain things that you would like to do but cannot?)

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Personally, I have experienced limitations with new media technologies in learning Communication Skills. One limitation is the challenge of practicing certain communication skills, such as nonverbal cues or immediate feedback, solely through online platforms. While online resources and video demonstrations provide valuable insights, there are certain aspects of communication that are best learned and practiced in face-to-face settings. Additionally, technical issues or connectivity problems can sometimes disrupt the seamless flow of learning and communication.

Interviewee

SECTION A:

a. I spend a significant amount of time on Google Classroom and LinkedIn Learning for studying Communication Skills. These platforms offer a multitude of resources and avenues for interaction that are integral to my learning process.

b. I use new media for a variety of purposes. Primarily, I utilize it for accessing course materials, including lecture notes and supplementary reading materials. I also engage in online discussions, where I exchange ideas and knowledge with my peers. Furthermore, these platforms serve as a medium for submitting assignments and receiving feedback from instructors.

c. New media has revolutionized the way I learn and communicate. The flexibility and accessibility it provides are unparalleled. I can access course materials anytime, anywhere, which allows me to learn at my own pace. Additionally, new media facilitates efficient communication with both instructors and peers, making it easier to clarify doubts, share ideas, and collaborate on projects.

d. Lecturers integrate new media into the classroom in various ways. They upload lectures, assignments, and supplementary materials on online platforms. Some even conduct live lectures or discussions on platforms like Zoom. This creates a more interactive and engaging learning environment, enhancing the understanding and retention of information.

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e. I use new media platforms such as email and discussion boards on Google Classroom to communicate with my lecturers. It's a convenient way to ask questions, share ideas, or discuss concerns about assignments. The prompt responses from lecturers have made the learning process smoother and more effective.

f. I use these applications on a daily basis. They have become an integral part of my learning routine. The context varies from accessing study materials and participating in discussions to submitting assignments and receiving feedback.

g. My experiences with new media have been overwhelmingly positive. The convenience, flexibility, and accessibility it offers have significantly enhanced my learning experience. The wealth of resources and the ability to interact with peers and instructors have greatly contributed to my understanding and skills in Communication Studies.

h. Despite the numerous advantages, new media does have some drawbacks. It can be a source of distraction due to the abundance of non-academic content online. Additionally, technical issues can disrupt learning. Lastly, the lack of face-to-face interaction can make learning impersonal and may affect the development of certain communication skills.

SECTION B:

a. Most of my peers view the use of new media positively. They appreciate the convenience and flexibility it offers. However, some students miss the traditional classroom environment and face-to-face interactions.

b. Lecturers employ various strategies to enhance learning through new media. These include creating engaging and interactive content, incorporating multimedia in their teachings, facilitating online group work, and providing prompt and constructive feedback through online platforms.

c. Lecturers recommend students to actively participate in online discussions, regularly review materials posted online, and use additional online resources for further learning. They also stress the importance of time management when learning through new media.

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d. Using new media in learning Communication Skills has several merits. It allows for 24/7 access to resources, facilitates instant communication with peers and instructors, enables personalized learning, and offers a wealth of supplementary materials for enhanced understanding.

SECTION C:

a. Despite its advantages, new media does have its pitfalls. These include dependency on internet connectivity, potential information overload due to the vast amount of resources, and the lack of personal interaction which can hinder the development of certain communication skills.

b. There have been times when I encountered limitations with new media technology. Network issues have occasionally disrupted online sessions, and the lack of face-to-face interaction can sometimes make it difficult to fully grasp complex concepts. Also, the impersonal nature of online learning can make it challenging to build relationships with peers and instructors.

Interviewee

SECTION A:

a. I frequently use platforms such as Khan Academy, TED-Ed, and Coursera for studying Communication Skills. These platforms offer a variety of resources, including video lectures, quizzes, and discussion forums, which aid my learning process.

b. I primarily use new media for gaining access to educational content and resources. It also serves as a platform for interaction with my peers and instructors, where we can exchange ideas, clarify doubts, and collaborate on assignments. Furthermore, new media allows me to submit assignments and receive feedback in a timely manner.

c. The utility of new media in learning and communication is immense. It offers flexibility and convenience, enabling me to learn at my own pace and from the comfort of my own home. Communication is also facilitated, as I can interact with my peers and instructors instantly, regardless of our geographical locations.

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d. My lecturers employ new media in a variety of ways to enhance our learning experience. They use it to share lecture notes, assign homework, conduct quizzes, and facilitate discussions. Some also use multimedia, such as videos and podcasts, to explain complex concepts.

e. To communicate with my lecturers, I use email and the messaging features available on the learning platforms. This allows me to ask questions, discuss assignments, and receive feedback.

f. I use these applications daily, as they have become a part of my regular learning routine. I mostly use them for studying, participating in discussions, and completing assignments.

g. My experience with new media has been largely positive. It has made the learning process more engaging and efficient. I appreciate the flexibility it provides and the wealth of resources available at my fingertips.

h. However, there are some negative effects associated with the use of new media. It can lead to information overload and can be distracting. Furthermore, it requires a reliable internet connection, which can be a challenge in some cases.

SECTION B:

a. The attitudes of my peers towards the use of new media in the classroom are generally positive. They appreciate the flexibility and convenience it offers. However, some miss the interpersonal interactions that come with traditional classroom learning.

b. My lecturers use a range of strategies to utilize new media effectively. These include the use of multimedia to explain concepts, the facilitation of online discussions, and the provision of timely feedback on assignments.

c. They encourage us to engage actively in online discussions, review the online materials regularly, and use additional resources available on the internet for self-study.

d. The merits of using new media in learning Communication Skills include flexibility, instant communication, access to a wealth of resources, and the ability to learn at one's own pace.

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SECTION C:

a. Some of the pitfalls of using new media in learning include the potential for distraction, the impersonal nature of online learning, and the dependency on a reliable internet connection.

b. There have been instances when I've faced limitations with these new media technologies. Internet connectivity issues have sometimes disrupted my learning process. Moreover, the lack of face-to-face interaction can make it difficult to develop certain communication skills, such as public speaking and non-verbal communication.

Interviewee:

SECTION A:

a. I often utilize platforms like Edmodo, Slack, and Duolingo for enhancing my communication skills. These platforms offer a mix of interactive lessons, discussion spaces, and resource-sharing capabilities that help foster a dynamic learning environment.

b. New media serves a multi-fold purpose in my studies. It's a gateway to a vast library of resources and interactive modules that help me understand concepts better. It also provides a platform for peer-to-peer interaction and collaboration, which is crucial for learning. In addition, I use it to submit assignments and receive feedback from my lecturers.

c. New media is a game-changer for learning and communication. It enables access to a plethora of resources and facilitates real-time communication. It's especially useful in fostering a collaborative learning environment where ideas can be exchanged freely.

d. Lecturers often utilize new media to provide a blended learning experience. They share resources, conduct live sessions, engage students in discussions, and provide personalized feedback on assignments.

e. I use new media platforms like emails, discussion boards, and even direct messaging to communicate with my lecturers. This can range from clarifying doubts, discussing assignments, or providing feedback.

f. I interact with these applications daily. The context of usage can vary from studying course materials, collaborating on group assignments, participating in discussions, or submitting assignments.

g. My experience with new media in my Communication Skills course has been quite enriching. The flexibility and accessibility it offers have positively influenced my learning experience.

h. However, new media does come with its own set of challenges. These include the potential for distractions, technical glitches, and sometimes the lack of personal interaction can make it difficult to build a strong rapport with peers and lecturers.

SECTION B:

a. My colleagues generally have a positive attitude towards the use of new media. They appreciate the convenience, flexibility, and wealth of resources it offers. But some do express a longing for more traditional, face-to-face interactions.

b. Lecturers employ a range of new media strategies, such as interactive multimedia presentations, online quizzes, discussion forums, and virtual office hours. These strategies create a more engaging learning environment.

c. They often recommend students to actively participate in online discussions, utilize all the resources available, and manage our time effectively to balance online learning with other commitments.

d. New media brings several benefits to learning communication skills. It offers anytime-anywhere access to resources, instant communication channels, personalized learning pathways, and a vast library of supplementary materials for enhanced understanding.

SECTION C:

a. Some of the potential pitfalls of using new media for learning include the risk of becoming too reliant on technology, potential information overload, and the lack of personal, face-to-face interaction.

b. On occasions, I've faced limitations with new media technologies. For instance, unreliable internet connectivity can disrupt the learning process. Also, the virtual environment can sometimes make it difficult to fully grasp concepts that are better understood through face-to-face interaction and real-world practice.

Interviewee

SECTION A:

a. I rely heavily on platforms like Blackboard, LinkedIn Learning, and Google Docs for developing my Communication Skills. These platforms provide a broad array of educational materials and also enable easy interaction and collaboration.

b. New media serves multiple functions in my learning journey. Apart from accessing study materials, I use it to collaborate on projects with classmates, participate in group discussions, and stay updated about class announcements. It's also a convenient channel for submitting assignments and getting feedback from lecturers.

c. New media is a very useful tool in the context of learning and communication. It provides access to a wealth of information and enables real-time communication. It also facilitates peer learning and allows for flexibility, enabling one to learn at their own pace.

d. In the classroom, lecturers use new media in various ways. They share educational resources, host webinars, conduct quizzes, and foster discussion forums to encourage active learning.

e. I use email and the built-in communication tools on the learning platforms to communicate with my lecturers. Whether it's clarifying a concept, discussing project details, or seeking advice on course-related matters, new media makes these interactions seamless and efficient.

f. I engage with these applications daily, in various contexts, such as studying course materials, collaborating on projects, or participating in online discussions.

g. My experience with the use of new media for my Communication Skills course has been quite rewarding. It has made the learning process more interactive, flexible, and resource-rich.

h. However, the use of new media in education also comes with its challenges. The abundance of information can sometimes lead to overload, and the lack of face-to-face interaction can sometimes make the learning experience seem impersonal. Additionally, technical issues can pose interruptions in the learning process.

SECTION B:

a. Most of my peers have a positive attitude towards the use of new media in the classroom. They appreciate the ease of access to resources and the ability to learn at their own pace. However, some do express concerns about the potential for distractions and the lack of personal interaction.

b. Lecturers use a variety of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and virtual office hours, among others. These strategies help create a dynamic and engaging learning environment.

c. Lecturers suggest students to be proactive in online discussions, review the posted materials regularly, and use the plethora of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in a largely self-paced learning environment.

d. The benefits of using new media in learning Communication Skills are many. It enables instant access to a wide range of resources, facilitates real-time communication, provides a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical glitches, the potential for distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. There have been times when I've experienced limitations of these new media technologies. For instance, poor internet connectivity can disrupt online sessions, and complex concepts may require face-to-face explanation for better understanding. Also, building meaningful relationships solely through virtual interactions can be challenging.

Interview:

SECTION A:

a. I commonly use platforms like Canvas, Google Meet, and Udemy for studying Communication Skills. These platforms provide a diverse

range of resources and enable easy interaction and collaboration among students and lecturers.

b. I use new media for multiple purposes. Primarily, it allows me to access study materials, participate in group discussions, collaborate on assignments, and communicate with my peers and lecturers. It's also a convenient platform for submitting assignments and receiving feedback.

c. New media is indispensable in the context of learning and communication. It facilitates access to a vast amount of information and fosters real-time communication. Also, it enables peer learning and allows for flexibility, letting me learn at my pace.

d. Lecturers use new media in various ways in the classroom. They share lecture materials, host live sessions, conduct quizzes, and encourage participation in discussion forums to foster active learning.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. Whether it's to clarify a doubt, discuss an assignment, or seek advice on course-related matters, new media makes these interactions efficient and convenient.

f. I use these applications daily in different contexts, such as studying course materials, collaborating on group assignments, and participating in online discussions.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and resource-rich.

h. However, the use of new media in education does come with its challenges. There can be an overload of information, a lack of face-to-face interaction can make the learning experience feel impersonal, and technical glitches can interrupt the learning process.

SECTION B:

a. Most of my peers view the use of new media in the classroom positively. They appreciate the ease of access to resources and the ability to learn at their pace. However, some express concerns about potential distractions and the lack of personal interaction.

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b. Lecturers use a variety of strategies with new media. These include multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies help create a dynamic and engaging learning environment.

c. Lecturers recommend students to actively participate in online discussions, regularly review the materials posted, and utilize the wide range of online resources available for self-learning. They also stress the importance of self-discipline and time management in this kind of learning environment.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wide array of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The primary challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often important for honing communication skills.

b. I've experienced some limitations of these new media technologies. For instance, poor internet connectivity can disrupt online sessions, and certain concepts may require face-to-face explanations for better understanding. Also, building meaningful relationships solely through virtual interactions can be challenging.

Interviewee:

SECTION A:

a. I frequently use platforms such as Coursera, Google Classroom, and YouTube for studying Communication Skills. These platforms provide a range of educational materials that help me learn and understand better.

b. New media serves multiple functions for me. It allows me to access educational content, participate in discussions, collaborate on assignments with my classmates, and communicate with my lecturers. It's also a convenient platform for submitting assignments and receiving feedback.

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c. New media plays a significant role in my learning process. It provides me with a vast amount of information at any time and facilitates real-time communication. This enables peer learning and gives me the flexibility to learn at my own pace.

d. Lecturers integrate new media in several ways. They share lecture materials, conduct live sessions, conduct quizzes, and encourage discussions on online forums to foster active learning.

e. I use email and other built-in communication tools on the learning platforms to communicate with my lecturers. Whether I need to clarify a doubt, discuss an assignment, or seek advice on course-related issues, new media makes these interactions smooth and efficient.

f. I interact with these applications daily in different contexts such as studying course materials, collaborating on assignments, and participating in online discussions.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and rich in resources.

h. However, the use of new media in education comes with its own set of challenges. There can be an overload of information, a lack of face-to-face interaction can make the learning experience feel impersonal, and technical glitches can disrupt the learning process.

SECTION B:

a. My peers generally have a positive attitude towards the use of new media in the classroom. They appreciate the ease of access to resources and the ability to learn at their pace. However, some express concerns about potential distractions and the lack of personal interaction.

b. Lecturers employ a variety of strategies when using new media. These include multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies help create a dynamic and engaging learning environment.

c. Lecturers advise students to participate actively in online discussions, review the materials posted regularly, and make full use of the wide range of online resources available for self-learning. They also

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emphasize the importance of self-discipline and time management in this kind of learning environment.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wide array of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical glitches, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I've faced some limitations with these new media technologies. For instance, poor internet connectivity can disrupt online sessions, and some concepts may require face-to-face explanations for better understanding. Also, building meaningful relationships solely through virtual interactions can be challenging.

Interviewee:

SECTION A: DEMOGRAPHIC DATA

SECTION A:

a. I frequently use platforms such as Google Scholar, Canvas, and LinkedIn Learning to enhance my communication skills. These platforms provide a comprehensive range of resources that aid my learning and comprehension.

b. I utilize new media for various purposes. It provides me with access to a plethora of educational content, a platform to engage in discussions, and the ability to collaborate with classmates on assignments. It also serves as a convenient medium for submitting assignments and receiving feedback from lecturers.

c. New media is an integral tool in my learning and communication process. It offers a wealth of information that I can access anytime, enabling peer learning, and provides the flexibility to learn at my own pace.

d. Lecturers integrate new media in diverse ways. They share educational materials, conduct live sessions, manage quizzes, and foster active participation in online forums, thereby facilitating active learning.

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e. I use email and built-in messaging features on the learning platforms to communicate with my lecturers. This enables me to clarify doubts, discuss assignments, or seek advice on course-related matters, ensuring smooth and efficient interactions.

f. I use these applications daily in various contexts, including studying course materials, collaborating on assignments, and participating in online discussions.

g. My experience with using new media for my Communication Skills course has been overwhelmingly positive. It has made the learning process more interactive and flexible and has enriched my learning experience with a variety of resources.

h. However, the use of new media in education can pose some challenges. These include information overload, the impersonal nature of online learning, and technical glitches that can interrupt the learning process.

SECTION B:

a. My peers generally view the use of new media in the classroom positively. They appreciate the easy access to resources and the ability to learn at their own pace. However, some express concerns about the potential for distractions and the lack of personal interaction.

b. Lecturers employ a variety of strategies when using new media. These include multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the materials posted, and leverage the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wide array of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. There have been instances when I've faced limitations with these new media technologies. For example, poor internet connectivity can disrupt online sessions, and some concepts may require face-to-face explanations for better understanding. Also, building meaningful relationships solely through virtual interactions can be challenging.

Interviewee

SECTION A: DEMOGRAPHIC DATA

SECTION A:

a. I am highly active on platforms like Coursera, LinkedIn Learning, and Microsoft Teams for studying Communication Skills. These platforms provide a blend of learning resources and interactive spaces that facilitate a conducive learning environment.

b. New media serves as a significant tool in my studies. It provides access to a wide range of educational resources, facilitates interaction and collaboration with classmates, and allows for real-time communication with lecturers. Additionally, it is an effective platform for submitting assignments and receiving prompt feedback.

c. New media is extremely beneficial in the context of learning and communication. It provides easy access to information, facilitates real-time communication, fosters peer learning, and allows for a flexible and personalized learning experience.

d. Lecturers use new media in a variety of ways. They share lecture materials, conduct live sessions, set up quizzes, and encourage participation in online forums. This integrated approach fosters active learning and enhances understanding.

e. I communicate with my lecturers via email and the messaging features provided on the learning platforms. This allows me to clarify doubts, discuss assignments, and seek guidance on course-related matters in an efficient and timely manner.

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f. I engage with these applications daily for various purposes such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with new media for my Communication Skills course has been largely positive. It has transformed the learning process, making it more interactive, flexible, and enriched with resources.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, the risk of information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers view the use of new media in the classroom positively. They appreciate the easy access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about the potential for distractions and the impersonal nature of online learning.

b. Lecturers employ a range of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies foster a dynamic and engaging learning environment.

c. Lecturers recommend students to actively participate in online discussions, regularly review the posted materials, and utilize the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and effective time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical glitches, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

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b. I have encountered certain limitations with these new media technologies. For instance, unreliable internet connectivity has disrupted online sessions, and the lack of face-to-face interaction can make it difficult to fully understand some concepts. Furthermore, forming meaningful relationships solely through virtual interactions can be challenging.

Interviewee:

SECTION A: DEMOGRAPHIC DATA

SECTION A:

a. I am highly active on platforms like Edmodo, Zoom, and YouTube for studying Communication Skills. These platforms offer a mix of educational content, interactive spaces, and collaborative tools which facilitate a conducive learning environment.

b. I use new media primarily for accessing educational resources, participating in class discussions, collaborating on assignments with classmates, and communicating with lecturers. It also serves as a convenient platform for submitting assignments and receiving feedback.

c. New media is an invaluable tool in the realm of learning and communication. It provides easy access to a wide range of information, facilitates real-time communication, fosters collaborative learning, and offers the flexibility to learn at one's own pace.

d. Lecturers incorporate new media in diverse ways. They share lecture notes, conduct live sessions, organize quizzes, and foster active participation in online forums. This integrated approach promotes active learning and enhances comprehension.

e. I use email and the messaging features provided on the learning platforms to communicate with my lecturers. This allows me to clarify doubts, discuss assignments, and seek advice on course-related matters in a seamless and timely manner.

f. I interact with these applications daily for various purposes, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

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g. My experience with the use of new media for my Communication Skills course has been largely positive. It has enriched the learning process, making it more interactive, flexible, and resource-rich.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers have a positive attitude towards the use of new media in the classroom. They appreciate the ease of access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers employ a variety of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies foster a dynamic and engaging learning environment.

c. Lecturers recommend students to actively participate in online discussions, regularly review the posted materials, and leverage the vast array of online resources available for self-learning. They also emphasize the importance of self-discipline and effective time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical glitches, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have encountered certain limitations with these new media technologies. For instance, unreliable internet connectivity has disrupted online sessions, and the lack of face-to-face interaction can make it difficult to

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fully understand certain concepts. Furthermore, forming meaningful relationships solely through virtual interactions can be challenging.

Interviewee

SECTION A:

a. I regularly use platforms such as Google Classroom, Zoom, and YouTube for honing my Communication Skills. These platforms offer a wide range of educational materials and foster an interactive learning environment.

b. New media serves various functions in my academic pursuits. It allows me to access study materials, participate in class discussions, collaborate on assignments with peers, and communicate with lecturers. It's also a convenient channel for submitting assignments and receiving feedback.

c. New media is a vital tool for learning and communication. It provides access to a wealth of information, fosters real-time communication, enables collaborative learning, and allows for a flexible learning schedule.

d. Lecturers use new media in a multitude of ways. They share lecture materials, conduct live sessions, organize quizzes, and foster active participation in online forums, thereby promoting active learning.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This allows me to clarify doubts, discuss assignments, and seek advice on course-related matters in an efficient manner.

f. I engage with these applications daily in different contexts, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has enriched the learning process, making it more interactive, flexible, and resourceful.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

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SECTION B:

a. Most of my peers have a positive attitude towards the use of new media in the classroom. They appreciate the ease of access to resources, the flexibility it provides, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers employ a variety of strategies with new media, such as multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the materials posted, and make full use of the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I've faced certain limitations with these new media technologies. For instance, poor internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it difficult to grasp certain concepts fully. Also, forming meaningful relationships solely through virtual interactions can be challenging.

Interviewee

SECTION A:

a. I often use platforms such as Moodle, Zoom, and TED-Ed for studying Communication Skills. These platforms offer a mix of educational

content, interactive spaces, and collaborative tools that facilitate a conducive learning environment.

b. New media serves various purposes in my academic journey. It provides me access to a plethora of educational content, allows me to engage in class discussions, collaborate on assignments with my classmates, and communicate effectively with my lecturers. It's also a convenient platform for submitting assignments and receiving prompt feedback.

c. New media is an essential tool for learning and communication. It provides easy access to a wide range of information, fosters real-time communication, enables peer learning, and offers the flexibility to learn at one's own pace.

d. Lecturers incorporate new media in diverse ways. They share lecture materials, conduct live sessions, organize quizzes, and foster active participation in online forums, promoting active learning.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This allows me to clarify doubts, discuss assignments, and seek advice on course-related matters in a seamless and timely manner.

f. I interact with these applications daily for various purposes, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has enriched the learning process, making it more interactive, flexible, and resourceful.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers have a positive attitude towards the use of new media in the classroom. They appreciate the ease of access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers employ a variety of strategies with new media, such as multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the materials posted, and make full use of the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I've faced certain limitations with these new media technologies. For instance, poor internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it difficult to grasp certain concepts fully. Also, forming meaningful relationships solely through virtual interactions can be challenging.

Interviewee
SECTION A:

a. I regularly engage with platforms such as Google Classroom, LinkedIn Learning, and YouTube for enhancing my Communication Skills. These platforms offer a variety of educational materials and interactive spaces, making the learning process more engaging and efficient.

b. New media plays a crucial role in my studies. It allows me to access study materials, engage in class discussions, collaborate with classmates on assignments, and communicate with lecturers. It also provides a convenient channel for assignment submission and feedback reception.

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c. New media is a valuable tool for learning and communication. It offers easy access to diverse information, enables real-time communication, promotes peer learning, and allows me to learn at my own pace.

d. Lecturers leverage new media in various ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This multifaceted approach promotes active learning and enhances comprehension.

e. I utilize email and the built-in messaging features on the learning platforms for communicating with my lecturers. It enables me to clarify doubts, discuss assignments, and seek advice on course-related matters in a seamless manner.

f. I interact with these applications daily for various tasks, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been positive overall. It has made the learning process more interactive, flexible, and enriched with resources.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers view the use of new media in the classroom positively. They appreciate the ease of access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers use a variety of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies contribute to a dynamic and engaging learning environment.

c. Lecturers recommend students to participate actively in online discussions, regularly review the posted materials, and make full use of the wide range of online resources available for self-learning. They also

emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a plethora of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical glitches, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have faced certain limitations with these new media technologies. For instance, unreliable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully grasp certain concepts. Moreover, building meaningful relationships solely through virtual interactions can be difficult.

Interviewee

SECTION A:

a. I am active on platforms like Google Classroom, Edmodo, and YouTube to study Communication Skills. These platforms have a variety of resources that aid in my understanding of the subject.

b. I utilize new media to access educational content, participate in interactive discussions, work on group assignments, and communicate with my lecturers. It is also a handy platform for submitting assignments and receiving feedback.

c. New media is highly beneficial for learning and communication. It provides easy access to a wide array of information, enables real-time communication, promotes peer learning, and gives the flexibility to learn at my convenience.

d. Lecturers use new media in various ways such as sharing lecture notes, conducting live sessions, organizing quizzes, and encouraging active participation in online forums. This integrated approach promotes active learning.

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e. I use email and the messaging features provided on the learning platforms to communicate with my lecturers. This allows me to clarify doubts, discuss assignments, and seek advice on course-related matters in an efficient manner.

f. I use these applications daily for studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with new media for my Communication Skills course has been positive. It has made the learning process more interactive, flexible, and resourceful.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers view the use of new media in the classroom positively. They appreciate the ease of access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers use a variety of strategies with new media, such as multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers recommend students to actively participate in online discussions, regularly review the posted materials, and make full use of the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have faced certain limitations with these new media technologies. For instance, unreliable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it difficult to fully understand certain concepts. Furthermore, forming meaningful relationships solely through virtual interactions can be challenging.

Interviewee

SECTION A:

a. I frequently use platforms such as LinkedIn Learning, EdX, and Google Classroom to study Communication Skills. These platforms offer a mix of structured courses, interactive forums, and collaborative spaces that aid my learning.

b. New media serves as a significant tool in my studies. It allows me to access a wide range of study materials, engage in class discussions, work together with classmates on group assignments, and communicate with my lecturers. It is also an efficient platform for assignment submission and receiving feedback.

c. New media is incredibly useful for learning and communication. It provides easy access to diverse resources, fosters real-time communication, enables peer learning, and allows me to learn at my own pace.

d. Lecturers incorporate new media in various ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This promotes active learning and helps enhance my understanding of the course material.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This enables me to clarify doubts, discuss assignments, and seek advice on course-related matters in a seamless and timely manner.

f. I interact with these applications daily for various tasks, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and resourceful.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers view the use of new media in the classroom positively. They appreciate the ease of access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers use a variety of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers recommend students to actively participate in online discussions, regularly review the posted materials, and make full use of the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have encountered certain limitations with these new media technologies. For instance, unstable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully understand certain concepts. Furthermore, forming meaningful relationships solely through virtual interactions can be difficult.

Interviewee

SECTION A:

a. I frequently engage with platforms like Coursera, Khan Academy, and Microsoft Teams for enhancing my Communication Skills. These platforms offer structured learning paths, interactive forums, and collaborative spaces which foster an enriching learning experience.

b. New media is instrumental in my academic pursuits. It provides me with access to a wide range of study materials, enables me to participate in class discussions, collaborate with peers on group assignments, and communicate with my lecturers. It also serves as a convenient platform for assignment submission and receiving feedback.

c. New media is invaluable for learning and communication. It provides easy access to a plethora of resources, enables real-time communication, fosters peer learning, and allows me to learn at my own pace.

d. Lecturers utilize new media in various ways, including sharing lecture materials, conducting live sessions, organizing quizzes, and encouraging active participation in online forums. This approach fosters active learning and enhances my understanding of the course material.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This allows me to clarify doubts, discuss assignments, and seek advice on course-related matters in an efficient and timely manner.

f. I engage with these applications daily for various activities, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been predominantly positive. It has enriched the learning process, making it more interactive, flexible, and resourceful.

h. However, the use of new media in education also has its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers have a positive outlook towards the use of new media in the classroom. They appreciate the accessibility of resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers employ a variety of strategies with new media, such as multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies contribute to a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the posted materials, and utilize the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have experienced certain limitations with these new media technologies. For instance, unreliable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully understand certain concepts. Also, forming

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meaningful relationships solely through virtual interactions can be challenging.

Interviewee

SECTION A:

a. I frequently use platforms like LinkedIn Learning, Google Classroom, and YouTube to enhance my Communication Skills. These platforms provide a wide range of educational materials and foster interactive learning environments.

b. New media plays a vital role in my academic journey. It allows me to access diverse study materials, participate in class discussions, collaborate on assignments with peers, and communicate with lecturers. It also serves as a handy tool for assignment submission and feedback.

c. New media is a valuable tool for learning and communication. It provides easy access to diverse resources, enables real-time communication, fosters peer learning, and allows me to learn at my own pace.

d. Lecturers employ new media in diverse ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This integrated approach promotes active learning.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This helps me to clarify doubts, discuss assignments, and seek advice on course-related matters in an efficient manner.

f. I interact with these applications daily for various tasks, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and resourceful.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

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SECTION B:

a. Most of my peers view the use of new media in the classroom positively. They appreciate the accessibility of resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers employ a variety of strategies with new media, such as multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies contribute to a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the posted materials, and utilize the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. Some of the main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have encountered certain limitations with these new media technologies. For instance, unreliable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully understand certain concepts. Furthermore, forming meaningful relationships solely through virtual interactions can be challenging.

Interviewee

SECTION A:

a. I frequently utilize platforms such as Coursera, Google Classroom, and YouTube to study Communication Skills. These platforms offer a vast range of educational resources and interactive learning environments.

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b. I use new media to access a variety of study materials, engage in class discussions, collaborate with classmates on assignments, and communicate with my lecturers. It also serves as a convenient platform for submitting assignments and receiving feedback.

c. New media is incredibly useful for both learning and communication. It offers quick access to a wide array of resources, enables real-time communication, fosters peer learning, and offers the flexibility to learn at my convenience.

d. Lecturers use new media in various ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This multifaceted approach facilitates active learning and enhances understanding of the course content.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This helps me to clarify doubts, discuss assignments, and seek advice on course-related issues in a timely and efficient manner.

f. I interact with these applications daily for various activities, such as studying course materials, working on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been overwhelmingly positive. It has made the learning process more interactive, flexible, and rich with resources.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers have a positive attitude towards the use of new media in the classroom. They appreciate the ease of access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers utilize a variety of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and

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virtual office hours. These strategies contribute to a dynamic and engaging learning environment.

c. Lecturers encourage students to actively participate in online discussions, regularly review the posted materials, and fully utilize the wide range of online resources available for self-learning. They also stress the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical issues, managing potential distractions, and the lack of in-person interaction, which is often essential for honing communication skills.

b. I have faced some limitations with these new media technologies. For instance, unstable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully grasp certain concepts. Moreover, building meaningful relationships solely through virtual interactions can be difficult.

Interviewee

SECTION A:

a. I often use platforms like Udemy, Google Classroom, and YouTube to enhance my Communication Skills. These platforms offer a vast range of educational resources and create interactive learning environments.

b. I use new media to access diverse study materials, participate in class discussions, collaborate with classmates on assignments, and communicate with my lecturers. It also serves as a useful platform for submitting assignments and receiving feedback.

c. New media is incredibly useful for both learning and communication. It provides quick access to a wealth of resources, enables real-time

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communication, fosters peer learning, and allows me to learn at my convenience.

d. Lecturers leverage new media in different ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This integrated approach facilitates active learning and enhances understanding of the course material.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This helps me to clarify doubts, discuss assignments, and seek advice on course-related issues in an efficient and timely manner.

f. I interact with these applications daily for various activities, such as studying course materials, collaborating on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and resourceful.

h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers have a positive attitude towards the use of new media in the classroom. They appreciate the accessibility of resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers employ a variety of strategies with new media, such as multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies contribute to a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the posted materials, and utilize the wide range of

online resources available for self-learning. They also stress the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wide array of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical issues, managing potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have encountered some limitations with these new media technologies. For example, unstable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully grasp certain concepts. Moreover, forming meaningful relationships solely through virtual interactions can be difficult.

Interviewee

SECTION A:

a. I find myself consistently using platforms like Coursera, Google Classroom, and TED-Ed to study Communication Skills. These platforms provide comprehensive learning resources and interactive learning environments.

b. I use new media to access a wide array of study materials, participate in class discussions, collaborate with classmates on assignments, and communicate with my lecturers. It is also a convenient platform for assignment submission and receiving feedback.

c. New media is incredibly valuable for both learning and communication. It provides quick access to a wide range of resources, facilitates real-time communication, fosters peer learning, and allows me to learn at my own pace.

d. Lecturers use new media in a number of ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This comprehensive approach

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encourages active learning and deepens my understanding of the course content.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This allows me to clarify doubts, discuss assignments, and seek advice on course-related matters in an efficient manner.

f. I engage with these applications daily for various activities, such as studying course materials, working on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and rich with resources.

h. However, the use of new media in education also has its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers have a positive outlook towards the use of new media in the classroom. They appreciate the accessibility of resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers use a variety of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the posted materials, and utilize the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wide array of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical issues, potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have faced some limitations with these new media technologies. For example, unstable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully understand certain concepts. Additionally, forming meaningful relationships solely through virtual interactions can be difficult.

Interviewee

SECTION A:

a. I regularly utilize platforms like Udemy, Google Classroom, and TED-Ed to study Communication Skills. These platforms provide a plethora of educational resources and foster an interactive learning environment.

b. I use new media to access diverse study materials, engage in class discussions, collaborate with classmates on group assignments, and communicate with my lecturers. It also serves as an efficient platform for assignment submission and feedback.

c. New media is extremely valuable for both learning and communication. It provides easy access to a broad range of resources, enables real-time communication, encourages peer learning, and allows me to learn at my own pace.

d. Lecturers employ new media in a variety of ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This comprehensive approach facilitates active learning and deepens my understanding of the course content.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This allows me to clarify doubts, discuss assignments, and seek advice on course-related matters in a seamless and timely manner.

f. I interact with these applications daily for various activities, such as studying course materials, working on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and rich with resources.

h. However, the use of new media in education also comes with challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers have a positive outlook towards the use of new media in the classroom. They appreciate the accessibility of resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers use a variety of strategies with new media, such as multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the posted materials, and fully utilize the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical issues, managing potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have encountered some limitations with these new media technologies. For example, unstable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully understand certain concepts. Moreover, forming meaningful relationships solely through virtual interactions can be challenging.

Interviewee

SECTION A:

a. I often use platforms such as LinkedIn Learning, Google Classroom, and YouTube to study Communication Skills. These platforms offer a wide range of educational resources and foster interactive learning environments.

b. I use new media to access diverse study materials, participate in class discussions, collaborate with peers on assignments, and communicate with my lecturers. It also serves as a convenient platform for assignment submission and feedback.

c. New media is invaluable for both learning and communication. It offers easy access to diverse resources, enables real-time communication, fosters peer learning, and allows me to learn at my own pace.

d. Lecturers employ new media in diverse ways. They share lecture materials, conduct live sessions, organize quizzes, and encourage active participation in online forums. This integrated approach promotes active learning.

e. I use email and the built-in messaging features on the learning platforms to communicate with my lecturers. This helps me clarify doubts, discuss assignments, and seek advice on course-related matters in a timely and efficient manner.

f. I interact with these applications daily for various activities, such as studying course materials, working on assignments, participating in online discussions, and communicating with lecturers.

g. My experience with the use of new media for my Communication Skills course has been largely positive. It has made the learning process more interactive, flexible, and resourceful.

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h. However, the use of new media in education also comes with its challenges. These include potential distractions, information overload, and technical issues that can disrupt the learning process.

SECTION B:

a. Most of my peers view the use of new media in the classroom positively. They appreciate the easy access to resources, the flexibility it offers, and the opportunity for peer learning. However, some express concerns about potential distractions and the impersonal nature of online learning.

b. Lecturers utilize a variety of strategies with new media, including multimedia presentations, discussion forums, real-time quizzes, and virtual office hours. These strategies create a dynamic and engaging learning environment.

c. Lecturers advise students to actively participate in online discussions, regularly review the posted materials, and make full use of the wide range of online resources available for self-learning. They also emphasize the importance of self-discipline and time management in online learning.

d. The benefits of using new media in learning Communication Skills are numerous. It provides instant access to a wealth of resources, facilitates real-time communication, offers a platform for peer learning, and allows for a flexible learning schedule.

SECTION C:

a. The main challenges of using new media in learning include dealing with technical issues, managing potential distractions, and the lack of in-person interaction, which is often crucial for honing communication skills.

b. I have encountered some limitations with these new media technologies. For instance, unreliable internet connectivity can disrupt online sessions, and the lack of face-to-face interaction can make it challenging to fully understand certain concepts. Additionally, forming meaningful relationships solely through virtual interactions can be challenging.

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