



# The Role of Social Media in Developing Collaborative Learning Skills Among Children

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## Abstract

### The Role of Social Media in Developing Collaborative Learning Skills Among Children

This research aimed to identify the role of social media in developing collaborative learning skills in children. The study utilized the **sample survey methodology**, targeting a population of parents and teachers of children aged (9–12) years. The research was applied to a random sample of (158) participants. A questionnaire was used as the data collection tool.

#### Key Findings:

1. The percentage of children using social media reached **72.8%**.
2. **YouTube** usage stood at **90.7%**, while **Facebook** usage was only **3.3%**.
3. **63.5%** of children discuss what they watch and learn from YouTube with their friends.
4. **96.6%** of children do not enter chat rooms on Facebook.
5. The success rate of social media in supporting collaborative learning was **60.2%**.

#### Key Recommendations:

1. Optimizing the use of social media in children's education.
2. Training teachers of the (9–12) age group on using social media to enhance enthusiasm and interaction.
3. Involving children in educational groups via social media platforms.
4. Encouraging teachers to create Facebook chat rooms for classroom-based collaborative learning.

**Keywords:** Social Media, Collaborative Learning, Children.

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## Introduction:

The use of social media has seen a significant surge in recent times due to its paramount importance across various life sectors and the diverse services and information it provides to different communities. These platforms are now utilized for multiple purposes, opening new horizons for the transfer of information, values, and trends on a societal and global scale.

In light of this increasing proliferation, social media usage has expanded across all segments of society, leading to its integration into fields such as education, entertainment, and the dissemination of various cultures. Education is one of the key areas that has leveraged social media due to its flexibility, interactivity, and comprehensiveness—features that have turned it into a broad and diverse source for providing and utilizing knowledge.

The significance of using social media in children's education is evident, as it plays a vital role in developing the educational process and encouraging communication between peers, as well as between children and their teachers. This interaction can lead to the emergence of various concepts and skills. Thus, social media—through its educational programs and videos—serves as a deep, widespread, and effective new platform that transcends traditional education.

One of the skills that social media may help develop in children is **collaborative learning**. Collaborative learning is a teaching technique introduced by the contemporary educational movement, based on dividing students into small groups that work together to achieve classroom learning goals (Al-Khaffaf, 2013, p. 23).

Furthermore, the use of these tools to develop collaborative learning skills makes the educational process more enthusiastic, sincere, and cooperative. When students learn collaboratively through interactive social media, their academic achievement and information retention increase, ensuring that knowledge is not quickly forgotten as it might be through traditional, solitary methods. This enthusiasm also boosts their desire to learn and fosters positive attitudes.

A crucial aspect of collaborative learning is addressing the lack of motivation or curiosity in some students. Using these media tools in collaborative learning serves as a solution to eliminate boredom, making the educational process more exciting and stimulating for their enthusiasm and thinking.

Collaborative learning is considered a modern strategy for developing social skills and a sense of responsibility; each student has a role toward their group. Since these groups bring together students of varying academic achievement levels, it encourages the acceptance of peers and fosters a team spirit.

A study by Hani Aziz, Amr Mohammed, and Hani Shafiq regarding children's use of educational videos on social media and the gratifications achieved found a correlation between the rate of exposure to these videos and the resulting gratifications (Aziz et al., 2019, p. 131). Similarly, a study by Khalil and Shaimaa Mohammed on employing Web 2.0 technologies to create an electronic environment found a positive correlation between electronic environment creation skills and collaboration skills among educational technology students (Khalil, 2016, p. 7).

### **I. Research Problem:**

"Social Media" refers to a group of websites on the World Wide Web that allow users to transmit information and form social relationships based on shared hobbies and interests. Users exchange messages, photos, and videos, and receive comments from others within these networks. These platforms act as effective communication tools that can be employed in various fields, including collaborative educational processes.

Collaborative learning is a modern strategy aimed at strengthening and stimulating students' ideas as they work in groups, fostering cooperation and competition, and building positive attitudes toward school subjects. Thus, the importance of social media emerges in societal progress within education, characterized by flexibility, interaction, and participation.

Literature reviews, such as the study by Mohammed Al-Mansour comparing Arabic social and electronic sites, confirm that internet users can no longer do without these platforms due to the urgent news coverage and diverse knowledge they provide, alongside chatting with family, friends, and colleagues (Al-Mansour, 2012, pp. 195-196). Inas Abu Hamda's study on social media's effect on improving the writing competence of 9th-grade students in the West Bank showed positive attitudes toward using social media as a tool for English writing (Abu Hamda, 2016).

**The research problem is crystallized in the following question:** What is the impact of using social media on developing collaborative learning skills among children?

## **II. Research Importance:**

The importance of this research stems from:

1. The role of social media in supporting the educational process through student peer communication.
2. The value of collaborative learning in gaining experiences, peer tutoring, and creating positive opinions toward curricula.
3. The influence of social media on developing collaborative skills and effective participation.
4. The significance of social media for the **late childhood** stage, contributing to the growth of social activity through collaborative learning.

## **III. Research Objectives:**

1. Identify the role of social media in developing children's collaborative learning skills.
2. Reveal the types of social media that help develop collaborative learning.
3. Determine the appropriate timing for using social media to teach these skills.
4. Determine the duration of social media use in the learning process.
5. Measure the extent of a child's comprehension of educational material within collaborative groups via social media.

## **IV. Research Questions:**

**Main Question:** What is the impact of using social media on developing collaborative learning skills among children? **Sub-questions:**

1. What is the role of social media in developing these skills?
2. Which types of social media are most helpful for collaborative learning?
3. What is the appropriate time for such usage?
4. What is the average duration of use for learning?
5. How well do children comprehend material in these collaborative groups?

## **V. Research Scope:**

- **Subjective Scope:** Limited to the use of social media (specifically **YouTube** and **Facebook**) to develop collaborative learning in children.
- **Temporal Scope:** From June 18, 2021, to February 18, 2022.
- **Spatial Scope:** Al-Tabari Primary School in Cairo.

## **VI. Research Procedures:**

- **Research Methodology:** This is a descriptive study using the **sample survey method**. A sample survey is an exploratory study aimed at uncovering community issues and analyzing the current status of a specific social system (Ibrahim, 2000, p. 128).
- **Research Population:** Parents and teachers of children aged 9–12 years.
- **Research Sample:** 158 parents and teachers of children in the 9–12 age group.
- **Research Tools:** A questionnaire was used to collect necessary data.

## VII. Research Terminology:

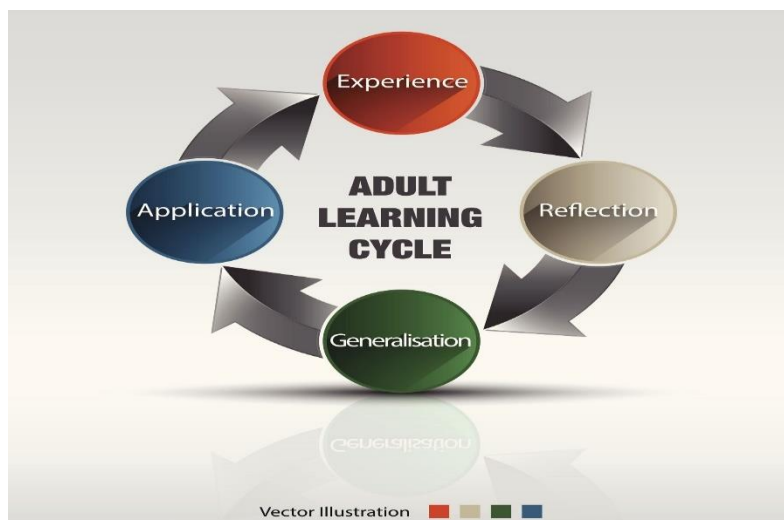
### Social Media:

Defined by Andreas Kaplan and Michael Haenlein as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content." They enable users to create profiles, connect with friends, and communicate via messages, comments, photos, and videos (Aladdin, 2020, p. 11).

- **Procedural Definition:** In this research, it refers specifically to **YouTube** and **Facebook**.

### Collaborative Learning:

Defined by Dury et al. as a classroom learning environment consisting of small groups of students with varying abilities who complete an educational task, help one another, and reach decisions by consensus (Al-Khaffaf, 2013, p. 35).



- **Procedural Definition:** Organizing students into groups of different achievement levels to cooperate in understanding facts and performing learning activities.

### Children:

- **Procedural Definition:** Refers to the **late childhood** stage, ages 9–12 years.

### Theoretical Framework:

#### Variable I: Social Media

Social media concepts vary, but generally, it is an electronic social system created by individuals or groups based on relationships such as social status or shared beliefs. Heba Mohammed Khalifa defines these networks as highly effective sites for facilitating social life among acquaintances and enabling visual and audio communication (Al-Sharif, 2015, p. 89).

Technologically, they are modern web-based applications for human interaction via audio, written, and visual messages. They build "living communities" in education worldwide (Abbas & Maflah, 2020, p. 83). Unlike traditional media from a single source, social media platforms are designed for users to produce content themselves and interact with the source of information (Eric & Neil, 2014, p. 11).

**History:** The first computer revolution was the Mainframe (mid-20th century), followed by the PC revolution (1980s), the Internet (1990s), and the fourth revolution: Online Social Networks (Al-Sawafi, 2015, p. 10).

**Importance:** Social media allows for self-expression and sharing feelings. It caters to the scientific fact that humans are inherently social beings who cannot satisfy biological or psychological needs in isolation (Abd al-Sadiq, 2009, p. 78).

**Features:** Modern technology has turned the world into a "global village," providing vast amounts of information in health, social, economic, and entertainment sectors.

1. **Connectivity:** Creates a virtual society spanning different countries and cultures.
2. **Shared Goals:** Groups unite for acquaintance, cooperation, consultation, or entertainment.
3. **Active Role:** The user is an active member—sending, receiving, writing, and speaking—transcending the passive role of just listening (Al-Hussein, 2016, p. 337).

#### **Pros and Cons of Social Media:**

##### **Pros:**

- Facilitates social relationships.
- Enables self-paced learning from anywhere.
- Platform for public opinion and creativity.
- Great tool for **collaborative learning** and student participation.
- Provides access to global scientific journals, books, and conferences.

##### **Cons:**

- Time-wasting and neglect of responsibilities.
- Content that may incite racism or hatred.
- Privacy risks and identity theft.
- Spread of misinformation and lack of censorship.
- Health complications from prolonged screen use (Al-Zayoud, 2011, p. 42).

#### **Negatives of Using Social Media Sites**

Just as everything has pros and cons, social media networks possess both. Opinions have clashed regarding the acceptance or rejection of the spread of social sites on the World Wide Web. These views are based on studies conducted by numerous social researchers and physicians in the fields of psychology and medicine, concluding that several negative impacts arise from them (Al-Zayoud, 2011, p. 42):

- **Time Wastage:** Leading to negligence in performing work and academic responsibilities.
- **Harmful Content:** Some content incites racism and hatred against specific groups in society.
- **Cyber Threats:** The existence of specific accounts dedicated to teaching hacking and espionage.
- **Identity Theft:** The possibility of stealing personal data and publishing under a person's identity to cause them harm.
- **Inappropriate Content:** The spread of pornography and vulgar language.
- **Misinformation:** False and misleading information that is not subject to oversight before publication.
- **Commercial Fraud:** Exposure to deceptive business practices.
- **Ideological Shifts:** Creating doubt regarding religious and national beliefs.

- **Physical Health Issues:** Various health complications resulting from prolonged sitting in front of screens.

## Most Popular Social Media Tools

### 1. YouTube

YouTube is a social media network where various video files are shared, including television shows, live broadcasts, commercials, professional films, music videos, and short original clips uploaded for free by users, who can also interact through written comments.

- **Core Concept:** The site operates on the slogan "Broadcast Yourself," providing a space on the Internet for sharing popular free videos, including countless TV clips, music videos, and daily vlogs (Sadiq, 2008, p. 216).
- **Collaborative Nature:** Mohammed Khamis defines YouTube as a participatory site allowing users to upload and share videos. Unregistered users can watch videos, while registered users are allowed to upload any number of videos (Khamis, 2015, p. 954). It is essentially a website that supports the general and free activity of uploading, downloading, and sharing films (Al-Miqdadi, 2013, p. 43).

#### Pros and Cons of YouTube:

Pros	Cons
<b>General &amp; Free:</b> Open for public use without cost.	<b>Misinformation:</b> Contains false and misleading data.
<b>High Quality:</b> High-definition video download services.	<b>Copyright Issues:</b> Once uploaded, clips can be easily downloaded and edited by others.
<b>Ease of Use:</b> Accessible to all segments of society.	<b>Hate Speech:</b> Some ideas promote racism and hatred.
<b>Educational Tool:</b> Great for conveying ideas and developing learning skills.	<b>Academic Impact:</b> Time wastage affects student achievement.
<b>Monetization:</b> Achieving financial profit through view counts.	<b>Inappropriate Content:</b> Presence of sexual or pornographic videos.
<b>Integration:</b> Ability to share videos across other social media platforms.	<b>Cyberbullying:</b> May contain acts like animal cruelty or terrorizing others.

#### YouTube in Education:

YouTube is the most widely used social media tool in classrooms. Students can watch videos, answer questions, and discuss content. Sherer and Shea (2011) claim that YouTube features participation, personalization, and productivity. It improves students' digital skills, offers peer-learning opportunities, and aids problem-solving. Videos maintain student attention, generate interest in the subject, and clarify curriculum content. Students reported that videos helped them recall information and visualize real-world applications (Abbas, 2020, p. 85).

### 2. Facebook

Facebook is a social networking website that allows individuals and legal entities (like companies) to highlight themselves and enhance their status through site tools to communicate with others within the site or across other networks (Abdel-Razzaq, p. 294).

- **Virtual Relationships:** It assists in forming relationships where users exchange information, personal photos, videos, and comments within a virtual world (Afif, 2014, p. 164).
- **History:** The idea originated with Mark Zuckerberg, who designed the site to gather his Harvard University friends to exchange photos and news. It launched in 2004 as a university network, eventually expanding to other colleges and high schools. By 2007, it opened to the general public, reaching over 40 million users that year (Othman, 2018, p. 54).

#### **Pros and Cons of Facebook:**

Facebook allows users to join groups regardless of cultural or language barriers, helping them form acquaintances quickly to achieve specific goals (Al-Jarrah, 2018, p. 622).

- **Pros:** Freedom of expression on public issues, access to global news, and a powerful medium for advertising and gaining cultural expertise.
- **Cons:** Addiction, weakened real-life communication skills, lack of privacy, and potential "cultural invasion" that may alter social values.

#### **Facebook in Education:**

Facebook helps solve educational problems like "traditional learning," which is often rigid and based on rote memorization. It adds a "human-social" character to education.

1. **Groups:** Teachers can create groups for specific subjects where students engage in free dialogue and discussion.
2. **Supporting Collaborative Learning:** Teachers can divide students into groups within the site, allowing them to work and talk together, fostering innovation and flexibility.
3. **Instructional Strategies:** It serves as a platform for project-based learning and problem-solving (Qunifi, 2018, p. 95).

#### **Theories Explaining Social Media**

- **Structural Theory:** A social approach that looks at the globalization of social relations. These networks are a set of specific relationships (cooperation, advice, monitoring) among actors. Our world is increasingly interdependent, even with those living far away (Abdel-Razzaq, p. 302).
- **Diffusion of Innovations Theory (Rogers):** This theory explains how societies adopt new inventions. Rogers found a link between the spread of innovations and social change. Effectiveness within a social system (like the family) depends on the emergence of a new idea and the time taken to accept and test it. Social networks are vital in understanding how innovations spread and how communication channels create awareness and persuasion (Othman, 2018, p. 16).

#### **Variable II: Collaborative Learning Skill**

Real interest in collaborative learning began in the early **1970s** and **1980s**, gaining significant momentum as a core strategy in the **1990s**. It gained special attention due to its applicability across all educational levels—from primary schools to universities—serving as a modern alternative to traditional rote learning that focuses on competition rather than cooperation (Al-Rubaie et al., 2019, p. 62).

#### **Concept of Collaborative Learning**

Collaborative learning is a modern instructional strategy where students work in small groups to help one another master academic content. Key definitions include:

- **Active Engagement:** It aims to stimulate student thinking through dialogue, where every member feels responsible for the group's progress (Hassan, 2018, p. 209).
- **Mutual Support:** It is based on sharing information until a level of mutual trust is reached, with each member contributing to the group's tasks (Muayyad, 2018, p. 5).

- **Social Structure:** A learning activity organized around a social structure of information exchange, where each learner is accountable for their own learning and motivated to increase the learning of others (Saleh, 2016, p. 749).
- **Web-Based Perspective:** In electronic environments, it involves small groups distributing roles to achieve common educational goals through shared online activities (Oudeh, 2019, p. 14).

### Importance of Collaborative Learning

- **Professional Development:** Pioneers in education emphasize it as a strategy to improve teacher performance and leadership in classroom management.
- **Academic Achievement:** It increases student productivity and achievement while improving mental health through social sharing.
- **Peer Learning:** Students often explain concepts to one another, which helps bridge individual differences and helps "late bloomers" catch up with their peers.
- **Teacher's Role:** It shifts the teacher from being a "lecturer" to a **facilitator and guide**.

### Advantages of Collaborative Learning

For the Learner	For the Teacher
Develops creativity and problem-solving.	Saves time on lengthy data presentation.
Improves linguistic and expression skills.	Simplifies supervision (monitoring groups vs. individuals).
Increases acceptance of different viewpoints.	Assists in managing students with learning difficulties.
Fosters a love for school and reduces bias.	Reduces the burden of purely clerical/written work.

### Characteristics of Collaborative Learning

- **Multi-Strategy:** It uses a diverse set of techniques rather than a single fixed method.
- **Dual Roles:** Each student acts as both a **student** and a **teacher** simultaneously, ensuring the retention of information.
- **Social Mastery:** It prioritizes social skills more than most other teaching strategies.
- **Equal Opportunity:** It provides almost equal chances for success regardless of the student's background.
- **Pre-planned Activity:** It focuses on activities that require structured planning before execution, teaching students *how* to cooperate while they learn (Al-Khaffaf, 2013, p. 50).

### Stages and Elements

#### Stages of Collaborative Learning

1. **Identification:** Getting to know the task.
2. **Standardization:** Formulating the norms for group work.
3. **Productivity:** Executing the task.
4. **Termination:** Wrapping up and evaluating (Al-Azhar, 2015, p. 28).

## Core Elements

- **Positive Interdependence:** Success is tied to the success of the whole group.
- **Face-to-Face Interaction:** Direct or synchronous engagement.
- **Individual Accountability:** Each member must master the material.
- **Social Skills:** Learning how to lead, communicate, and resolve conflict.

## The Student's Role

In collaborative learning, the student is no longer a passive recipient of information. Their role is redefined by:

- **Dual Responsibility:** The student is responsible for their own learning *and* ensuring every group member reaches the same level of understanding.
- **Active Participation:** Moving away from rote memorization toward mental operations and social interaction.
- **Team Contribution:** No single individual is left to do the work alone; success is a collective outcome (Aboud, 2015, p. 14).

## Theoretical Foundations

- **Jean Piaget:** Argued that peer interaction increases the individual's "readiness" to learn. He believed children build their personalities and discover differences through collaborative discussion and discovery.
- **Lev Vygotsky:** Focused on the **Social Development Theory**. He emphasized that learning happens best under the guidance of a "More Knowledgeable Other" (MKO). He believed children in collaborative settings learn more than those who work in isolation or traditional settings.

## VIII. Literature Review

### Arabic Studies

#### Variable I: Social Media

- **Al-Sadhan (2015):** *The Reality of Using Social Media in University Teaching at King Saud University*. This descriptive study, involving 549 faculty members, found that the actual use of networks like Twitter and Facebook in teaching was **low**, while the perceived importance and the obstacles faced were rated as **moderate**.
- **Wadie Mohammed (2015):** *University Youth's Use of Facebook*. Surveying 240 students across universities in Yemen, Saudi Arabia, Jordan, and the UAE, the study concluded that media students primarily use Facebook for **cognitive motivations**, and the gratifications achieved were predominantly educational and informative.

#### Variable II: Collaborative Learning Skill

- **Al-Maliki (2016):** *High School Students' Attitudes Toward Web-Based Electronic Collaborative Learning for Arabic Language in Riyadh*. This study of 160 students revealed **very high positive attitudes** toward online collaboration. Students strongly rejected statements that downplayed the role of e-collaboration in improving language learning (Al-Maliki, 2016, p. 194).
- **Lina Ali (2011):** *Secondary Education Teachers' Attitudes Toward Collaborative Learning*. Conducted in Damascus with 596 teachers, the results showed overall positive attitudes. Notably, **female teachers** exhibited significantly more positive attitudes toward the concept and application of collaborative learning than their male counterparts (Ali, 2011, p. 157).

## Foreign/International Studies

- **Ayman Al-Maaloul (2016):** *The Effects of Using Facebook on English Language Learning at Zawia Faculty of Education.* This study focused on 22 students and found that those who utilized Facebook for interaction, communication, and reading in English significantly improved their **vocabulary acquisition** and command of new grammatical structures (Al-Maaloul, 2016, p. 542).

## IX. Methodological Procedures

### Research Methodology

This research is **Descriptive**, aiming to provide an organized scientific analysis of a specific phenomenon—the impact of social media on children's collaborative skills—quantifying it through data collection and analysis (Abdel-Moamen, 2008, p. 287). The **Sample Survey Method** was employed because a comprehensive survey of the entire population was impractical. This method allowed the researchers to gather targeted insights from parents and teachers of children aged 9–12.

### Research Population and Sample

- **Population:** All parents and teachers of children in the late childhood stage (9–12 years old).
- **Sample:** A random sample of **158 participants** (parents and teachers).
  - **Selection Importance:** Choosing a representative sample saves time and effort, provides accurate data for large populations, and allows for easier monitoring and follow-up (Al-Baqawi, 2014, p. 162).

### Research Tool

The primary tool for data collection was an **Electronic Questionnaire (Survey)**.

### Research Ethics

The researchers adhered to strict ethical standards:

- **Confidentiality:** Personal information was kept strictly confidential. Names were not requested, and data was used solely for scientific research.
- **Safety:** To avoid physical or health risks, especially during the **COVID-19 pandemic**, the survey was distributed electronically.
- **Informed Consent:** Participants were informed of the research goals and the privacy of their data before starting the survey.

### Validity and Reliability

**Content Validity:** The survey goals and dimensions were Reliability Testing

Reliability refers to the accuracy and consistency of the measurement tool. To ensure the reliability of the questionnaire, the researchers utilized the Test-Retest method. This involved re-administering the questionnaire to the same sample group after a two-week interval.

- **Results:** The responses were consistent between the first and second applications.
- **Reliability Coefficient:** The calculated value was **90%**, indicating high internal consistency, clarity of questions, and the tool's validity for application.

### Research Results

#### 1. Child's Use of Social Media

**Table (1): Do children use social media?**

Result	Frequency (k)	Percentage (%)
Yes	115	72.8%
Sometimes	36	22.8%
No	7	4.4%
<b>Total</b>	<b>158</b>	<b>100%</b>

The data shows that the majority of children (**72.8%**) use social media platforms, while **22.8%** use them occasionally. Only **4.4%** do not use them at all.

## 2. Social Media Platforms Used by Children

**Table (2): Which platforms does the child use?**

Platform	Frequency (k)	Percentage (%)
YouTube	137	90.7%
Other (Twitter, WhatsApp, etc.)	9	6%
Facebook	5	3.3%
<b>Total</b>	<b>151</b>	<b>100%</b>

YouTube is the dominant platform, used by **90.7%** of the sample. Other apps like Twitter and WhatsApp account for **6%**, while Facebook usage is relatively low at **3.3%**.

## 3. Average Daily Usage of Social Media

**Table (3): How much time does the child spend on social media daily?**

Daily Duration	Frequency (k)	Percentage (%)
Less than one hour	17	11.2%
1 to 3 hours	68	45%
4 hours or more	66	43.7%
<b>Total</b>	<b>151</b>	<b>100%</b>

Most children spend significant time online, with **45%** using platforms for 1-3 hours and **43.7%** using them for 4 hours or more. Only a small fraction (**11.2%**) spends less than an hour.

## 4. Type of Content Viewed on YouTube

**Table (4): What content do children watch on YouTube?**

Content Type	Frequency (k)	Percentage (%)
Entertainment	105	69.5%

Content Type	Frequency (k)	Percentage (%)
Entertainment & Educational	21	14%
Entertainment & Cultural	8	5.2%
Educational	6	4%
Entertainment, Educational & Cultural	5	3.3%
Other (Sports, Arts, Food)	2	1.3%
Mixed Categories	4	2.7%
<b>Total</b>	<b>151</b>	<b>100%</b>

Entertainment is the primary driver for YouTube usage at **69.5%**. However, there is a notable intersection with education, as **14%** watch a mix of entertainment and educational content. Purely educational content stands at **4%**.

### 5. Peer Communication Regarding YouTube Content

**Table (5): Does the child talk to friends about what they watch/learn on YouTube?**

Result	Frequency (k)	Percentage (%)
Yes	96	63.5%
Sometimes	40	26.5%
No	15	10%
<b>Total</b>	<b>151</b>	<b>100%</b>

- **Analysis:** A significant majority (**63.5%**) of children actively discuss what they learn or watch on YouTube with their friends, with an additional **26.5%** doing so occasionally. This highlights the social and communicative impact of the platform, fostering peer interaction.

- precisely defined based on a review of theoretical literature and previous studies.

- **Face Validity:** The questionnaire was presented to a **panel of expert arbitrators** in the field to ensure the clarity of questions and their relevance to the research objectives.

### 6. Exchanging Educational Channels on YouTube Among Peers

**Table (6): Do children exchange educational YouTube channels with their friends?**

Result	Frequency (k)	Percentage (%)
Yes	40	26.5%
Sometimes	32	21.2%
No	79	52.3%
<b>Total</b>	<b>151</b>	<b>100%</b>

The data indicates that more than half of the children (**52.3%**) do not exchange educational channels with their peers. Meanwhile, **26.5%** do exchange them, and **21.2%** do so occasionally.

### 7. Using YouTube Channels for Lesson Explanations

**Table (7): Does the child use YouTube to listen to explanations of their lessons?**

Result	Frequency (k)	Percentage (%)
Yes	48	31.7%
Sometimes	52	34.4%
No	51	33.7%
<b>Total</b>	<b>151</b>	<b>100%</b>

Usage is fairly evenly split. The highest percentage (**34.4%**) uses YouTube "sometimes" for academic explanations, followed by those who do not use it (**33.7%**) and those who do (**31.7%**).

### 8. Participation in Facebook Chat Rooms with Group Peers

**Table (8): Does the child enter Facebook chat rooms with their group classmates?**

Result	Frequency (k)	Percentage (%)
Yes	3	2%
Sometimes	2	1.3%
No	146	96.6%
<b>Total</b>	<b>151</b>	<b>100%</b>

There is a near-total absence of Facebook chat room usage for group study among this age group, with **96.6%** stating they do not use them. Only a negligible **2%** use them regularly.

### 9. Teacher Evaluation of Activities via Social Media

**Table (9): Does the child's teacher evaluate activities through social media?**

Result	Frequency (k)	Percentage (%)
Yes	53	35.0%
Sometimes	33	21.8%
No	65	43.0%
<b>Total</b>	<b>151</b>	<b>100%</b>

The results show that **43.0%** of teachers do not use social media to evaluate student activities. However, **35.0%** do use these platforms for evaluation, and **21.8%** do so occasionally.

## 10. Social Media Support for the Educational Process

**Table (10): Does social media support the educational process?**

Result	Frequency (k)	Percentage (%)
Yes	96	63.5%
Sometimes	38	25.1%
No	17	11.2%
<b>Total</b>	<b>151</b>	<b>100%</b>

A significant majority of the sample (63.5%) believes that social media supports the educational process. 25.1% believe it does so sometimes, while only 11.2% feel it does not support it.

## 11. Sharing Activities with Peers via Social Media

**Table (11): Does the child share activities with their peers through social media platforms?**

Result	Frequency (k)	Percentage (%)
Yes	52	34.4%
Sometimes	44	29.1%
No	55	36.4%
<b>Total</b>	<b>151</b>	<b>100%</b>

The results are closely distributed. 36.4% of children do not share activities with peers via social media, while 34.4% do share them, and 29.1% share activities occasionally.

## 12. Comprehension of Academic Material in Collaborative Groups

**Table (12): Extent of child's comprehension of subject matter within social media collaborative groups.**

Result	Frequency (k)	Percentage (%)
Yes	71	47%
Sometimes	43	28.4%
No	37	24.5%
<b>Total</b>	<b>151</b>	<b>100%</b>

Nearly half of the children (47%) successfully comprehend academic material through social media collaborative groups. 28.4% comprehend the material sometimes, while 24.5% do not find these groups effective for comprehension.

### 13. Speed of Task Completion in Educational Groups

**Table (13): Does the child complete academic activities faster within social media educational groups?**

Result	Frequency (k)	Percentage (%)
Yes	67	44.3%
Sometimes	45	29.8%
No	39	25.8%
<b>Total</b>	<b>151</b>	<b>100%</b>

44.3% of the sample reported that children complete their academic tasks faster when part of these groups. 29.8% reported increased speed only sometimes, while 25.8% did not experience faster completion.

### 14. Acquisition of Speaking and Discussion Skills

**Table (14): Acquisition of speaking and discussion skills in collaborative groups via social media.**

Result	Frequency (k)	Percentage (%)
Yes	85	56.2%
Sometimes	39	25.8%
No	27	17.8%
<b>Total</b>	<b>151</b>	<b>100%</b>

A majority of children (56.2%) acquire speaking and discussion skills through these groups. 25.8% acquire these skills sometimes, and 17.8% do not show improvement in these areas.

### 15. Interaction with Collaborative Learning

**Table (15): Ability of the child to interact with learning collaboratively on social media.**

Result	Frequency (k)	Percentage (%)
Yes	80	53%
Sometimes	48	31.7%
No	23	15.2%
<b>Total</b>	<b>151</b>	<b>100%</b>

53% of children interact effectively with collaborative learning on these platforms. 31.7% interact occasionally, and only 15.2% fail to interact with this method.

## 16. Enhancement of Teacher-Student Communication

**Table (16): Does collaborative learning increase communication between teachers and students?**

Result	Frequency (k)	Percentage (%)
Yes	109	72.1%
Sometimes	28	18.5%
No	14	9.2%
<b>Total</b>	<b>151</b>	<b>100%</b>

This represents the highest positive response in the section, with **72.1%** agreeing that collaborative learning significantly enhances communication between teachers and students.

## 17. Contribution of Educational Groups to Understanding Information

**Table (17): Contribution of social media educational groups to understanding academic information.**

Result	Frequency (k)	Percentage (%)
Yes	75	50%
Sometimes	58	38%
No	18	12%
<b>Total</b>	<b>151</b>	<b>100%</b>

Exactly half of the sample (**50%**) found that these groups facilitate the understanding of academic info. **38%** found them helpful sometimes, and only **12%** reported no benefit.

## 18. Student Verbal Participation Within Educational Groups

**Table (18): Does the child speak/participate inside the educational group on social media?**

Result	Frequency (k)	Percentage (%)
Yes	74	49%
Sometimes	48	32%
No	29	19%
<b>Total</b>	<b>151</b>	<b>100%</b>

**49%** of children actively speak and participate within their educational groups on social media. **32%** participate occasionally, and **19%** remain silent or inactive within the group.

## 19. Child's Respect for Their Role in the Educational Group

**Table (19): Does the child respect their assigned role within the social media educational group?**

Result	Frequency (k)	Percentage (%)
Yes	107	71%
Sometimes	33	22%
No	11	7%
<b>Total</b>	<b>151</b>	<b>100%</b>

A vast majority of children (71%) show respect for their specific roles in collaborative groups, indicating that social media platforms can foster a sense of responsibility and organizational commitment.

## 20. Success of Social Media in Supporting Collaborative Learning

**Table (20): Overall success of social media in supporting collaborative learning for children.**

Result	Frequency (k)	Percentage (%)
Yes	91	60.2%
Sometimes	52	34.4%
No	8	5.2%
<b>Total</b>	<b>151</b>	<b>100%</b>

The study concludes that social media has successfully supported collaborative learning for 60.2% of the children, with an additional 34.4% experiencing occasional success.

## X. Summary of Key Findings

- **Platform Dominance:** YouTube is the most used platform (90.7%), while Facebook usage is minimal (3.3%).
- **High Engagement:** 72.8% of children in the 9–12 age group use social media.
- **Educational Impact:** 63.5% of respondents believe social media supports the educational process.
- **Skill Acquisition:** 56.2% of children gained speaking and discussion skills through these collaborative groups.
- **Low Interest in Chat Rooms:** 96.6% of children do not use Facebook chat rooms, suggesting they prefer other forms of interaction.

## XI. Recommendations and Proposals

Recommendations:

1. **Optimal Integration:** Effectively employ social media tools within the formal education of children to maximize benefits.
2. **Teacher Training:** Train teachers of the 9–12 age group on using these platforms to boost student enthusiasm and interaction.
3. **Active Inclusion:** Encourage the inclusion of students in moderated educational groups on social media.

4. **Structured Dialogue:** Teachers should facilitate "Chat Rooms" or "Discussion Groups" (even on Facebook) to gather students for collaborative learning and knowledge exchange.

Future Research Proposals:

- Evaluating the success of **Virtual Classrooms** specifically within social media sites.
- Studying the **comprehension levels** of scientific material delivered via social platforms.
- Investigating the role of **YouTube** in increasing a child's linguistic vocabulary.
- Analyzing the impact of social media on raising the **overall academic achievement** of students.

باللغة الإنجليزية وفقاً لاسم المؤلف الأول، وهو التنسيق القياسي المعتمد في الأبحاث الدولية (A-Z) أبشر، إليك المراجع مرتبة أبجدياً

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