

Analysing Social Media Applications and Learning in Textiles and Clothing Programs

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ABSTRACT This paper is a qualitative case study that analysed the pedagogical functions of social media applications for teaching and learning in Textiles and Clothing programs in Zimbabwe. The participants of the study were purposively and quota sampled from the Textiles and Clothing department comprising seven lecturers, and thirty-two students. In-depth, focus group interviews and observations were used to generate data. The data were analysed for content using thematic analysis after coding. The functional pedagogical framework was used as an interpretive lens for the findings. The results showed that social media tools such as Facebook were not fully utilised whilst WhatsApp applications were mostly used for administrative purposes. The study concludes that the teaching and learning of Textiles and Clothing programs were characterised by very limited social media applications that tend to adopt collaborative and constructivist approach to learning. Lack of thorough knowledge and skills on the use of social media in Textiles and Clothing programs was found as the greatest challenge affecting lecturers and students.