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# @INNOVATIVEESCAPE: Students' Perception and Perceived Learning Outcome Using an Online Exhibition Via Instagram Platforms

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## Abstract

Instagram's @innovateescape channel provides social, educational, and technological opportunities. The objective of this study is to enhance comprehension of students' perspectives and perceived educational outcomes through the use of Instagram as a platform for issue-based learning. Students used issue-based learning using the Instagram feed @innovativeescape for this assignment. The findings give empirical evidence that students' perceptions of the Instagram learning activity were favourable, resulting in a satisfactory learning outcome. These findings prompted the development of best practices for utilising the Instagram platform @innovativeescape to improve students' learning perceptions.

Keywords: @innovateescape, Students' Perception, Perceived Learning Outcome, Instagram

## 1.0 Introduction

The objective of this study is to enhance comprehension of students' perspectives and perceived educational outcomes through the use of Instagram as a platform for issue-based learning. Using a holistic, real-world phenomenon that requires student inquiry and problem-solving, issue-based learning is a learner-centred, multidisciplinary teaching strategy (Valanne, et al., 2017). It is centred on Constructivism Theory and requires students to comprehend real-world occurrences and solve actual real-world problems (Silander, 2015).

Teaching using this method starts with these instances, in contrast to the conventional teaching method, which uses real-world situations to demonstrate the theories being taught (Østergaard et al., 2010). Issue-based learning emphasises (i) the phenomenon of the subjects or topics and (ii) the relationship between students and the learning activity as an alternative pedagogical strategy (Østergaard et al., 2010).

A lack of critical thinking and a lack of self-directed learning may also result from the traditional teacher-centric didactic approach to education (Freire, 2006). Instead, this method calls for students and the community to work together actively to explore areas connected to the phenomenon that they are interested in (Silander, 2015). As a result, students learn better since they actively participate in the activity rather than passively listen to the teacher (Raahan, 2016). Students' critical thinking, skill development, engagement, and deeper learning have all been demonstrated to enhance issue-based learning (Northern, 2018).

## 2.0 Issues

Social media usage for learning has been shown to improve learning performance (Moorthy et al., 2019). Instagram has been used as an educational tool in a variety of fields, including languages (Handayani, 2017; Listiani, 2016), sciences (Ye, et al., 2020), and medicine (Oliveira, et al., 2022).

Despite the benefits of social media for learning and the use of Instagram in several disciplines, there are no reports on issue-based business management and multidisciplinary courses through collaborative teaching using an Instagram platform such as @innovativeescape as a teaching tool as of yet.

Instagram was used as a teaching tool for issue-based learning in this study, and it was integrated into business management courses. The combination of issue-based learning with Instagram should improve students' perspectives, potentially increasing their perceived learning outcomes. The purpose of this study is to investigate students' perceptions and perceived learning outcomes by using Instagram as a teaching tool in issue-based learning.

## 3.0 Literature Review

It has been suggested that incorporating current affairs and local issues will benefit issue-based learning (Tissington, 2019; Zhang & Ma, 2023). Social media platforms are extremely helpful tools for documenting and discussing real-world phenomena since this approach requires students to examine issues. Among all, Instagram is one of the most widely used and well-known of the many social media networks (Stathopoulou et al., 2023). However, less than 30% of students use Instagram for educational purposes (Pizzuti et al., 2020). A good educational system should be easy to use and have the necessary functionality (Kirschner et al., 2004). The technological (usability), educational, and social (utility) functionalities of the educational system (like Instagram) should all be included. Instagram meets the criteria for both excellent usability and essential utility as a teaching tool.

Instagram posts enable students and educators to collaborate to build a knowledge base (social functionality). It also enables discussion within each post, leading to the exchange of ideas on a variety of themes (educational functionality). With the majority of students already utilising Instagram in their daily lives, capitalising on this social media platform's popularity provides an engaging and unique method of learning (Kirst, 2016). The defining characteristic of Instagram is mobile image uploads. This aligns very well with anatomy education since the subject benefits greatly from visual aids to support understanding and interpretation (Gómez-Ortiz, et al., 2023). It also allows for insight and integration into related practices that students may not usually experience.

There are, of course, some limitations, the main one being a lack of quality control, although this is not a drawback exclusive to the use of Instagram. Anybody can post material within the terms and conditions of the site which can easily result in erroneous information being shared, particularly amongst non-experts. It also introduces concerns regarding the ethical and legal policies of posting sensitive or personal content. Lack of quality control means that the uploader is responsible for the de-identification of individuals and the safeguarding of information. Instagram has its terms of use, which include banning unlawful and confidential content, but it relies on other users being aware of the terms and reporting it, by which time it will have already been posted (Instagram, 2018).

The application's familiarity with the students also lessens the mental strain associated with learning a new platform's technological functionality. Learning can occur whenever and wherever it is convenient for students and is a part of their daily lives. Students can apply and relate principles gained to real-life settings by learning outside of the classroom. This fits with the issue-learning methodology.

## 4.0 Research Methodology

This study comprised 97 students in total. During the academic year 2022, these students have completed one course, Issues in International Business (IBM 651). Students at the Universiti Teknologi MARA Puncak Alam campus take these courses as part of their degree programmes. The authors identified the issue-based approach along with Instagram as a teaching tool. Finally, best practices for leveraging Instagram in issue-based learning as a tool to enhance learning perception were identified.

### 4.1. Designing the Instagram Activity

The Instagram activity was designed with the following objectives:
1) To internalize concepts, values, and/or attitudes acquired from the course using real-world issues
2) To introduce students to appropriate issues exploration in the development of innovative solutions/strategy
3) To understand the principles of understanding and exploring issues in the context of global business strategy.
4) To propose solutions that are designed to optimize business sustainability and competitiveness

### 4.1.1. Implementing the Instagram Activity

At the start of the project, the lecturers, who are also the researchers, created an Instagram account, @innovativeescape. At the beginning of the semester, students were briefed on the project using the Instagram platform. Participation (25% of the overall course grade) marks are allocated to this activity to encourage students to create quality output. During the briefing, the lecturer explained the objectives and instructions of the activity through a project brief, as shown in Figure 1 below. The lecturer also ensured that students understood the purpose of the activity, which was to use concepts learned in the course to explain real-world issues.

The theme of this online poster and video exhibition is based on 17 themes of the Sustainable Development Goals (SDGs) developed by the United Nations. The exhibition was aimed at providing participating education institutions with an alternative to traditional learning models and promoting international academic exchanges in higher education by allowing students to participate in a virtual exhibition.

During the briefing, ground rules for social media etiquette were also discussed. Students were instructed to follow the lecturer's Instagram account (@innovativeescape) (Figure 2). Students are expected to submit a post (e.g., videos or an original photo) at the end of the semester about a phenomenon relevant to what they learned in class (Figure 3).

concepts will then need to solve the problems that were identified. As international business students, you are expected not only to come up with innovative solutions but also to take on the hat of PROBLEM SOLVERS.

At the end of the semester, students are expected to produce strong solution to identify the possible concept for a new way of working experiences. Students are also expected to document the process and data of experimental material/ exploration of sustainable material and propose new possibilities of the sustainable strategy/concept. The Focus area will be on:
- Design solutions that supports the SDG Goals
- Practicality and functionality strategy that best solve the problems/ issues in the space or activity identified
- Strong arguments on the ability to the commercial of the proposed solutions

Objective :

- To introduce students to appropriate issues exploration in the development of innovative solutions/strategy
- To understand the principles of understanding and exploring issues in the context of global business strategy.
- To propose a solutions that's designed to optimize business sustainability and competitiveness



Figure 1: Sample project brief given
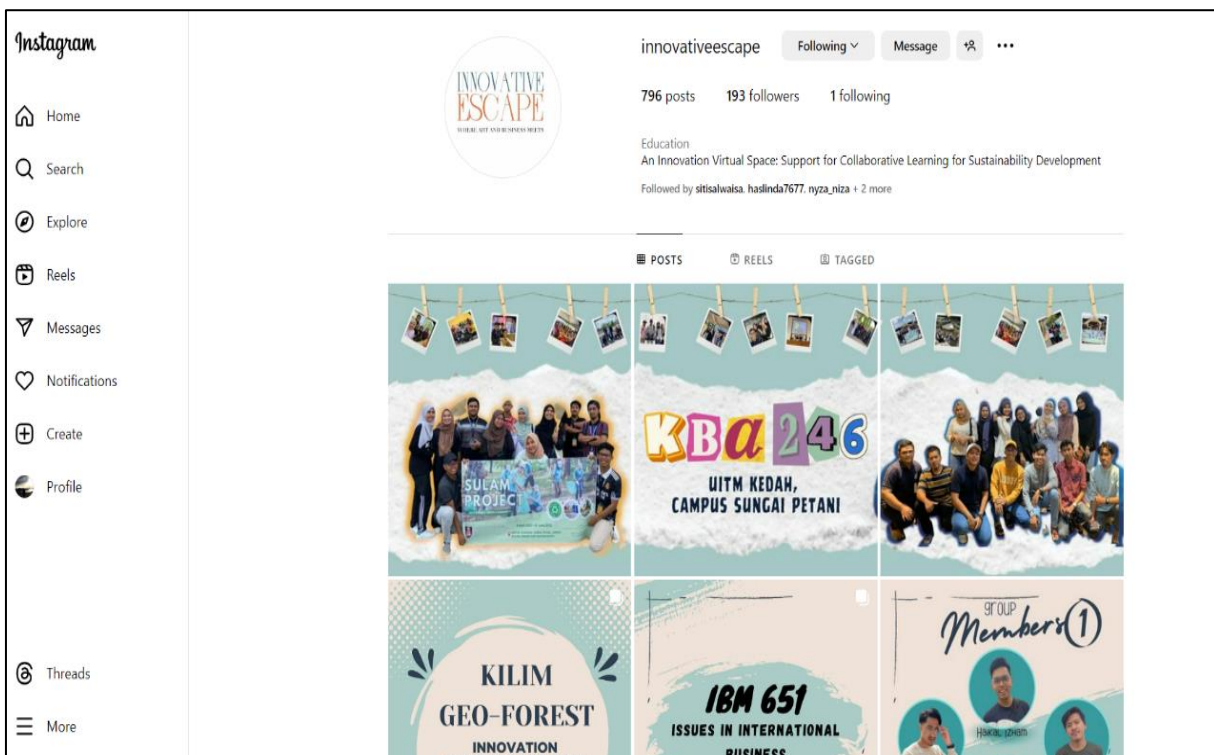


Figure 2: Instagram platform @innovativeescape
Link: https://www.instagram.com/innovativeescape/

Figure 3: Sample Student's Work and Assessment Posters
(Source: From @innovativeescape Instagram account)

*4.2. Data Collection*
A survey on a four-point Likert scale was administered at the end of the semester to measure students' intrinsic motivation to work on the Instagram activity, as well as their perceived learning outcomes. The poll also contained qualitative questions to get more feedback from students. Survey items are adapted from Extrinsic Incentives by Cerasoli, et al., (2014).

## 5.0 Results and Discussions
The survey administered at the end of the course provided insights into the research objective on students' perception and perceived learning outcome of the Instagram activity.

Table 1: Student Survey Results

| Variable | Business Management (N=97) |
|----------|---------------------------|
| Competency | 3.76 (SD=1.71) |
| Value | 3.16 (SD=1.94) |
| Relatedness | 3.41 (SD=2.59) |

Table 1 results supported Northern's (2018) findings, which also found that issue-based learning increases students' critical thinking. The highest mean value is 3.76. This supported suggestions that students with higher perceived competency are more likely to improve their cognitive engagement and hence put in more effort to comprehend the subject content (Mahatmya et al., 2012). Students who perceived Instagram to provide them with the pedagogical affordance they need for learning not only put more cognitive investment into learning-related tasks but also engaged in more knowledge-sharing activities via Instagram, which in turn leveraged their cognitive engagement.

This finding lent support to an earlier study by Rasheed et al. (2020) on the usefulness of knowledge-sharing behaviour and consolidated the idea that social media, due to its pedagogical affordance, fostered the development of a social constructivist online learning environment where students engaged in social interaction to share knowledge and learn from more capable others. This in turn enabled students to invest more cognitive effort in learning and exhibit more persistence in the face of learning difficulties.

Students were encouraged to study their classmates' posts to enhance social interaction and collaborative learning in a virtual learning environment (Silander, 2015). They were able to "see how others (their peers) perform their activities and learn from them" in addition to "sharing and exchanging ideas, broadening our (their) knowledge." The ability to connect digitally with their peers increases participation, which leads to increased behavioural engagement (Jang et al., 2010). This study confirms this with a mean value of 3.16 and 3.41, respectively, for value and relatedness.

In addition, when asked about their experience and perception of using @innovativeescape,

One student says,

*"Looking at other students' posts piques my interest in learning more." Overall, this activity teaches me more about what is currently happening in the world." Student A, BA246 5E*

From here we can conclude that the @innovativeescape Instagram platform has managed to pique students' desire to discover more about the issue.

Other students stated that the Instagram account @innovativeescape

*"Offered opportunities for me (students) to exhibit what I (they) had learned." Student B, BA2465B*

Here, we can posit that students were more likely to enjoy the activity if they had greater autonomy, resulting in higher effective involvement (Skinner et al., 2008).

*5.1. Students' Perceived Learning Outcome*

The mean scores of students' perceived learning outcomes based on the questions are shown in Table 2.

Table 2: Mean Scores (out of 4.00) of Students' Perceived Learning Outcome

| Cognitive category | Business Management (N=97) |
|---|---|
| Remember | 3.28 |
| Understand | 3.42 |
| Apply | 3.33 |
| Analyze and evaluate | 3.47 |
| Create | 3.44 |

Results from Table 2 confirmed that @innovativeescape helps students analyze and evaluate issues (3.47). Followed by creating better content for the subject and understanding the subject better (3.44 and 3.42, respectively). Further, @innovativeescape also helps students apply and remember the things they learned better (3.33, 3.28). According to the results, students felt that the learning outcomes were achieved through the Instagram activity. The mean scores are stable and positive. These findings were consistent with earlier research demonstrating that using social media in teaching and learning improves learning performance (Moorthy et al., 2019).

Based on the findings, the use of Instagram can promote a favourable or supportive environment that is useful for learning, cooperation, and learning engagement. It develops the environment by fostering collaboration and contact amongst students as well as by facilitating discussion groups and the completion of work or research programs, which in turn boosts the influence of students on their performance (Al-Rahmi et al., 2021). Overall, the educational quality and task-technology fit via Instagram boost students' performance in issue learning and enable conversation with peers.

## 6.0 Implications

Instagram, as an active learning and teaching tool, allows for the collaborative creation of knowledge via Instagram postings, interactions between students and educators, and learning beyond the classroom. Learning beyond the classroom was once tricky, but Instagram made it possible and very accessible, profoundly changing students' learning at the "redefinition" level (Terada, 2020).

According to Ye et al. (2020), students prefer Instagram since it is less formal and more approachable. Instagram, as opposed to a learning-specific platform, fosters a fun and relaxed setting, which may improve motivation to participate (Parrish, 2020). However, in the study done by Ye et al., (2020), numerous educators were concerned about students combining their personal and academic lives.

This is a possible downside of utilising Instagram versus learning-specific sites, but it is easily remedied by creating an Instagram account dedicated to learning, such as @innovativeescape.

The findings of this study deepened our understanding of students' perceptions and perceived learning outcomes while using social media, primarily Instagram, as an educational tool in issue-based learning courses for business management students. It shows that the Instagram activity transformed students' learning experiences, hence redefining teaching and learning.

The authors believed the findings obtained would alleviate the current study involving innovation in education by providing information on Instagram as a learning tool. Additionally, this study offers recommendations for practitioners, particularly in educational institutions.

## 7.0 Limitations and Future Directions

Despite the positive findings, the study has limitations because it focuses on students' perceptions and learning outcomes. Future research might look at the relationship between students' motivation and their actual learning results, as well as track students' development in the quality of their posts to better understand the activity's impact. Since the study indicates that the usefulness of social media is favourable in issue-learning activities, educational authorities may craft policies that encourage the use of social media (e.g., Instagram) during lectures. Most importantly, this study suggests that students can use Instagram as a learning tool for their institutions, which can further influence their academic performance and perhaps prepare them for work exigencies.

Overall, the findings of our study suggest that the usefulness of social media usage to improve management education may depend on how this communication tool is used, further reinforcing the importance of developing a comprehensive evaluation of social media usage in institutions of higher education, especially in developing economies.

Furthermore, it is important to note that the design employed to investigate the hypothesised causal relationships in this study has certain limitations. It is widely acknowledged that causality is most effectively explored using longitudinal or experimental research methodologies. Eventhough the hypotheses were formulated based on well-founded theories, future studies could employ longitudinal and/or experimental research designs to ascertain the causal relationship between variables.

Following that, the research was limited to students at Universiti Teknologi MARA, and a quantitative approach based on survey responses was mainly used with very minimal interview sessions. Future research might use bigger and more diverse samples of students and in-depth qualitative data to better understand how Instagram activity influences students' learning.

## 8.0 Conclusion

Instagram was used as a teaching tool for issue-based learning in this study. Through an iterative method, an educational design research method was used to design, implement, and assess the Instagram activity. According to the findings, students were motivated and had a great experience while completing the assignment. The positive perception of students completing the assignment resulted in a greater perceived learning outcome. Educators could use the suggested best practices while applying the Instagram activity to give students a meaningful learning experience.

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## Paper Contribution to Related Field of Study

Instagram is seen as an underutilised resource for education and is increasing visibility in issue-based learning. Optimal cultivation of a niche on Instagram can yield lasting effects. The findings from this study conclude that interactive posts that spur discussion are the best way to increase outreach and synergise scalable efforts to find the solution for innovative delivery and assessment. It also contributes to disseminating the effort and building a small network between the university, community, and industry. A mixture of educational information and stealth advertising can yield great outcomes for improving the visibility of higher education institutions.

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