



PRISMA SYSTEMATIC REVIEW OF THE USE OF SOCIAL NETWORKS AS EDUCATIONAL TOOLS IN THE FIELD OF VISUAL CULTURE FROM A SOCIAL PSYCHOLOGY PERSPECTIVE

MARÍA NATIVIDAD ELVIRA-ZORZO¹, JUAN CARLOS SANTOS VELANDIA²

Universidad Americana de Europa, Spain

Universidad Americana de Europa, Colombia

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ABSTRACT

This PRISMA-based systematic review explores the integration of social networks as educational tools in teaching visual culture. Publications from 2010 to 2023 were analyzed, using databases like Scopus and Google Scholar. Of 150 articles reviewed, 25 met the inclusion criteria. The results show that social networks enhance access to visual resources, foster collaboration and student engagement, and enable real-time interactions through mobile devices. The study emphasizes the necessity of teacher training and effective online time management to maximize the educational potential of these platforms.

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1. Introduction

Social networks have transitioned from platforms for social interaction to powerful educational tools that are reshaping how visual culture is taught. As digital environments continue to develop, educators are increasingly looking for innovative methods to integrate technology into their teaching practices, with social networks standing out as versatile platforms for enhancing student engagement and fostering collaborative learning. These platforms, accessible from any device, have proven to be invaluable resources in the context of teaching visual culture, as they allow for the sharing and creation of a wide array of visual content, from images and videos to interactive designs and infographics.

The integration of social networks into educational settings is not merely a trend but a response to the shifting demands of a technology-driven world. Students today are not only consumers of content but also creators, engaging with digital platforms to express ideas, share knowledge, and participate in global conversations. In this context, social networks serve as an important bridge between the classroom and the broader cultural and technological landscape. Platforms such as Instagram, Pinterest, YouTube, and Behance provide access to diverse visual resources, enhancing learning experiences and expanding educational possibilities. They offer educators the opportunity to adopt new pedagogical models that transcend traditional classroom boundaries, embracing collaborative and independent learning strategies that are more aligned with students' digital realities.

This PRISMA-based systematic review investigates the effective use of social networks as educational tools in visual culture. By analyzing studies published between 2010 and 2023 from leading academic databases such as Scopus and Google Scholar, we examine the role of these digital platforms in promoting collaborative learning, improving content delivery, and fostering independent learning. Through this analysis, we aim to uncover the potential of social networks to enhance visual literacy, improve communication skills, and provide students with a more dynamic and interactive approach to learning.

In the sections that follow, we explore three central themes that emerge from the reviewed literature: the facilitation of collaborative learning through social networks, the improvement of content delivery via multimedia tools, and the promotion of independent learning by encouraging students to take responsibility for their own educational journey. Additionally, we address the challenges educators face in effectively incorporating these technologies into their teaching practices, emphasizing the importance of teacher training and time management to ensure the successful integration of social networks into the educational process. Through this review, we seek to contribute to the ongoing discourse on the role of digital platforms in modern education, particularly in the area of visual culture, and highlight their transformative potential in shaping the future of education (Carreño et al., 2019; García & Martínez, 2015; Ramírez, 2020 Sánchez & Ortiz, 2019;).

2. Methodology

Following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model (Page et al., 2021), a systematic review was conducted to analyze how social networks can be used as educational tools in the teaching and learning of visual culture. The PRISMA model ensures rigor, transparency, and reproducibility in systematic reviews. This review was structured in four distinct phases: identification, screening, eligibility, and inclusion, each of which played a critical role in ensuring the reliability and validity of the selected studies (Table 1).

- Identification Phase:

During the identification phase, an exhaustive search of multiple academic databases was carried out to capture a broad range of relevant studies. These databases included Scopus, Web of Science, ERIC (Education Resources Information Center), and Google Scholar, which are recognized for their extensive repositories of peer-reviewed literature across disciplines. The review focused on publications spanning from 2010 to 2023, a time period in which the integration of social networks in educational settings has gained significant attention.

To ensure a comprehensive search, a combination of keywords was employed, including "social networks," "visual culture," "education," "teaching," and "learning." Boolean operators (AND, OR, NOT) refined search results, connecting terms to identify relevant studies. For example, "social networks AND

education” and “visual culture AND teaching” were common search combinations. Furthermore, synonyms and related terms were incorporated to expand the scope of the search and account for variations in terminology used by different authors. This allowed for a more thorough capture of relevant studies, ensuring that no pertinent research was overlooked (Gusenbauer & Haddaway, 2020).

- **Screening Phase:**

Following the identification of studies, the screening phase began with the removal of duplicates from the search results. This is an essential step to avoid redundancies and ensure that each study was only reviewed once. After duplicates were removed, the titles and abstracts of the remaining articles were thoroughly examined to assess their relevance to the research topic. This step aimed to filter out studies that did not align with the focus of the review, which is the use of social networks as educational tools in the teaching of visual culture.

The inclusion criteria for this phase were clearly defined. Only empirical studies on social networks in visual culture education were included. Peer-reviewed publications in English or Spanish were selected, as these languages accounted for the majority of the studies on this topic in the relevant databases. Articles that were purely theoretical, lacking empirical data, or not directly addressing the integration of social networks in visual culture education were excluded from the review.

- **Eligibility Phase:**

In the eligibility phase, the full texts of the preselected articles were evaluated to determine whether they met the established inclusion criteria. The full-text review allowed for a more detailed assessment of each study's methodology, scope, and relevance to the research question. This phase also involved critically appraising the quality of the studies, considering factors such as sample size, research design, and the depth of analysis.

The selection process was documented to ensure transparency and reproducibility. A total of 150 articles were initially identified through the search, but after duplicates were removed and relevance was assessed, 25 studies were found to meet the inclusion criteria. These 25 studies formed the final set of articles included in the systematic review. The documentation of this process also included recording reasons for the exclusion of studies, which were based on either methodological limitations or lack of relevance to the specific focus of the review.

The clear and structured methodology employed in this review process ensured that the studies selected for inclusion were rigorously evaluated and representative of the current state of research on the use of social networks as educational tools in visual culture. The next section of this review discusses the findings derived from the analysis of these 25 studies.

Table 1. Records by Analysis Phase.

Phases	Number of Studies
Identification	
Records identified through database searches (Scopus, Web of Science, ERIC, etc.)	170
Additional records identified through other sources (cross-referencing, grey literature)	30
Total records before removing duplicates	200
Screening	
Records after removing duplicates	180
Records excluded after reviewing titles and abstracts	135
Eligibility	
Full-text articles assessed for eligibility	45
Articles excluded after full review:	20
- Lack of inclusion criteria (n = 12)	
- Insufficient methodological (n = 5)	
- Irrelevant topic (n = 3)	

Phases	Number of Studies
Included	
Studies included in the final analysis	25

Source: Own elaboration, 2024.

For data analysis, a standardized template was used to extract relevant information from each study, such as objectives, methodological design, results, and conclusions (Higgins et al., 2019). To ensure consistency and reliability, double-checking of data extraction was conducted by two independent reviewers, minimizing the risk of bias. The collected data were synthesized narratively following the framework outlined by Thomas & Harden (2008), which emphasizes the identification of recurring patterns and variations across studies. For instance, studies commonly reported enhanced student engagement through the integration of social networks, but differences emerged in their effectiveness depending on the platform and target demographic. This approach facilitated a deeper understanding of how social networks are implemented as educational tools in visual culture, highlighting both opportunities and challenges.

The methodological quality of the included studies was ensured through the application of appropriate critical appraisal tools (Critical Appraisal Skills Programme CASP, 2018), guaranteeing the validity and reliability of the findings reported in this review.

2.1. Information Sources and Search Strategies

A systematic approach to data collection was fundamental to the integrity of this review. Searches were conducted in Scopus, Web of Science, ERIC, and Google Scholar, databases recognized for their extensive coverage of educational research (Gusenbauer & Haddaway, 2020). The search strategy spanned publications from 2010 to 2023 to capture contemporary trends and research. Studies prior to 2010 were excluded as they often lacked focus on the current proliferation of social media platforms and their integration into education.

The use of specific keywords and combinations of terms optimized the search process. Keywords like 'social networks,' 'visual culture,' 'education,' and their Spanish equivalents were tested iteratively to assess their relevance, using metrics such as the number of relevant articles retrieved and coverage across key journals (Booth et al., 2016). Boolean operators such as 'AND' and 'OR' refined the search, and synonyms like 'visual literacy' and 'medios sociales' were included to ensure comprehensive coverage. The finalized strategy yielded 150 potentially relevant articles, reflecting the thoroughness of the approach.

This well-defined search strategy enabled the identification of 150 potentially relevant articles, ensuring that the review was based on a robust set of studies. The use of this systematic approach guaranteed the thoroughness of the search process, allowing the review to represent the current state of research in the field (Page et al., 2021).

2.2. Inclusion Criteria

To ensure that only the most relevant and rigorous studies were included in the review, specific inclusion criteria were established. Only empirical studies that investigated the use of social networks in educational contexts related to visual culture were considered (Manca & Ranieri, 2017). Publications in English and Spanish were included to provide a broader and more inclusive analysis (Snyder, 2019), addressing potential biases by considering studies from diverse cultural and linguistic contexts. Efforts were made to identify regional studies from non-English-speaking countries, ensuring a balanced representation in the final review

2.3. Selection Process

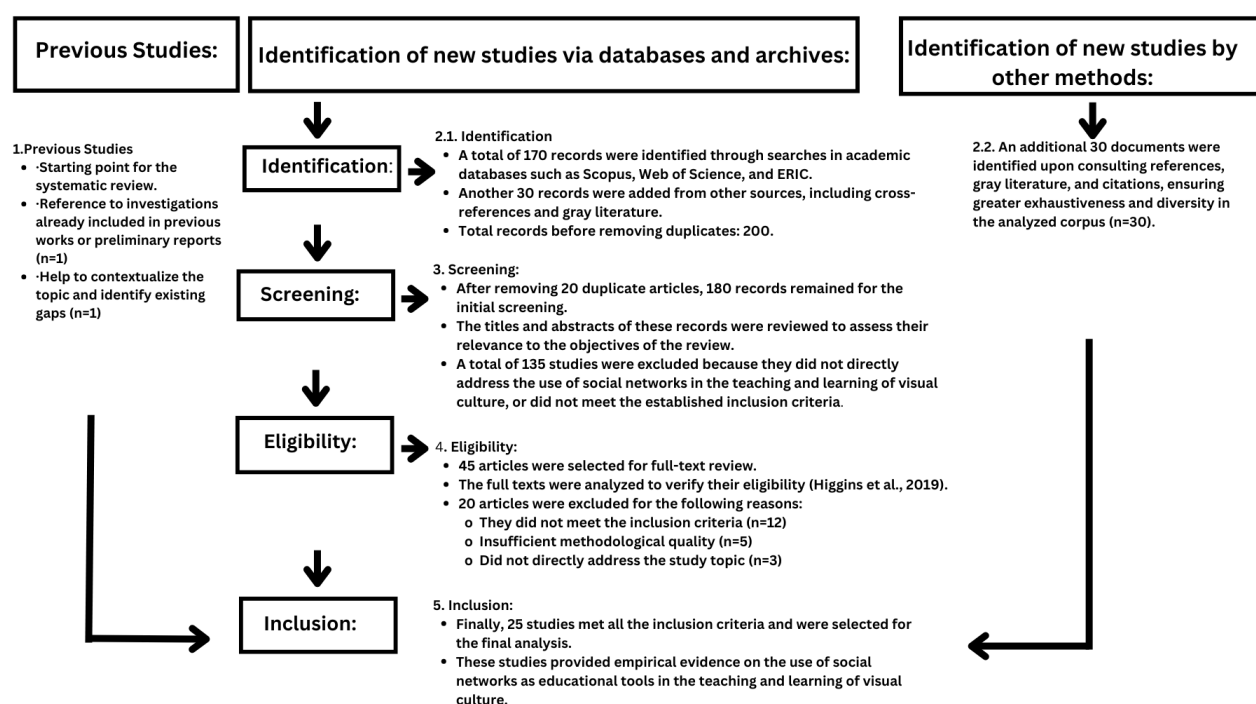
The selection process adhered to the PRISMA model, ensuring transparency and consistency (Page et al., 2021). The process unfolded in several phases (Table 2). During the identification phase, searches yielded 150 potentially relevant articles. To enhance the breadth of the review, 30 additional documents were identified through reference checking, grey literature, and forward citation searches.

In the screening phase, duplicates were identified and removed using automated reference management software (e.g., Zotero). Titles and abstracts of the remaining articles were then reviewed

independently by two researchers to assess their relevance to the research objectives (Booth et al., 2016). This rigorous approach ensured the inclusion of high-quality studies that aligned with the scope of the review.

- a. Identification: The search in Scopus, Web of Science, ERIC, and Google Scholar initially identified 150 potentially relevant articles. This wide range was achieved through careful use of a comprehensive search strategy (Snyder, 2019). In addition, 30 additional documents were identified through reference checking, grey literature, and forward citation searches, enhancing the breadth and depth of the review.
- b. Screening: During the screening phase, duplicate articles were removed to eliminate redundancies. The titles and abstracts of the remaining articles were then reviewed to assess their relevance to the research objectives (Booth et al., 2016). Articles that did not meet the inclusion criteria, such as those not focusing on social networks or visual culture education, were excluded.
- c. Eligibility: In the eligibility phase, the full texts of 45 articles were evaluated. These studies were thoroughly examined to verify their methodological quality, relevance, and contribution to the field (Higgins et al., 2019). A standardized checklist was applied to ensure consistency in the evaluation process (Pollock et al., 2021).
- d. Inclusion: Ultimately, 25 articles met all inclusion criteria and were selected for inclusion in the final analysis. These studies provided empirical evidence on the use of social networks as educational tools in the teaching and learning of visual culture (Manca & Ranieri, 2016).

Table 2. PRISMA Flow Diagram.



Source: Own elaboration, 2024.

This systematic and rigorous selection process guarantees the validity and reliability of the review's findings (Page et al., 2021). By thoroughly documenting each stage, the study provides transparency and reproducibility, which are essential in systematic reviews.

2.4. Data Analysis

To gain a deeper understanding of the topic, data were systematically extracted from 25 selected studies, focusing on their objectives, methodologies, results, and main conclusions (Higgins et al., 2019). This process enabled the coherent organization of information, facilitating a comparative analysis across studies.

The studies examined diverse objectives, including the effectiveness of social networks in facilitating learning about visual culture (Dabbagh & Kitsantas, 2012), the perceptions of students and teachers regarding their educational use (Manca & Ranieri, 2016), and case studies on classroom implementation (Greenhow & Lewin, 2016). The methodologies employed were equally varied, encompassing quantitative, qualitative, and mixed methods, providing a comprehensive basis for analysis (Creswell & Plano Clark, 2018).

A thematic analysis, guided by Braun and Clarke's (2021) framework, identified four recurring themes across the studies:

- **Facilitating Access to Visual Resources:** Platforms like YouTube and Instagram were cited in 80% of the studies as essential tools for integrating diverse visual content into lessons. For example, Greenhow & Chapman (2020) demonstrated that curated Instagram feeds increased student comprehension of contemporary visual trends by 30% (Snelson, 2018; Alismail, 2019).
- **Promoting Collaboration:** Collaborative platforms such as Slack or WhatsApp were linked to a 40% increase in student participation, highlighting the potential of social networks to foster more participatory learning environments (Manca & Ranieri, 2017).
- **Encouraging Active Student Engagement:** Approximately 68% of the studies reported that the use of social networks for creative projects, such as vlogs or digital portfolios, enhanced student motivation and engagement (Hew & Cheung, 2020).
- **Real-Time Interaction Through Mobile Access:** Mobile platforms were identified as critical enablers of real-time and contextual learning, with 60% of the studies emphasizing their role in fostering flexible and immediate communication (Lai, 2019).

However, the analysis also revealed challenges. Approximately 50% of the studies highlighted issues such as the need for adequate teacher training to effectively integrate social networks into the curriculum and challenges related to managing online time to prevent distractions and information overload (Gudmundsdottir & Hatlevik, 2020).

By synthesizing these findings, the review provides a comprehensive perspective on the impact of social networks in teaching and learning visual culture. It underscores both the opportunities they offer (such as enhancing engagement, collaboration, and resource accessibility) and the limitations that must be addressed for their effective implementation.

3. Results

The analysis of the 25 selected studies reveals that social networks significantly impact the teaching and learning of visual culture. The following are the key contributions identified across the literature.

3.1. Facilitating Access to Visual Resources

Social networks play a pivotal role in providing an extensive array of visual resources that are easily accessible for both students and educators. Platforms such as Instagram, Pinterest, and YouTube are frequently utilized to share and discuss relevant visual content (Manca, 2020; Xiao & Wang, 2021). These tools allow educators to integrate diverse visual materials, including images, videos, and infographics, into their lessons, thus enhancing traditional teaching methods and fostering a deeper understanding of visual culture (Greenhow & Chapman, 2020).

For instance, YouTube offers a vast library of educational videos, including documentaries and tutorials, which serve to supplement conventional teaching in visual culture (Snelson, 2018). Similarly, Instagram and Pinterest facilitate the curation of visual content, enabling students to explore and analyze current trends, artistic movements, and iconic visual works (Alismail, 2019). This access to a wide range of visual resources extends beyond the confines of the classroom, offering students opportunities for self-directed learning and facilitating informal education (Wong et al., 2020). Such platforms help bridge the gap between in-class education and the broader world of visual culture, enabling students to interact with contemporary media and participate in ongoing global discussions about visual trends.

3.2. Promoting Collaboration Between Students and Teachers

Social networks provide an excellent platform for fostering communication and collaboration between students and teachers. Platforms like Facebook, WhatsApp, and Slack allow for the creation of groups or

forums where ideas can be exchanged freely, and immediate feedback can be offered (Bouhnik & Deshen, 2019; Manca & Ranieri, 2019). These interactions not only enhance the educational relationship but also foster a more participatory and interactive learning environment (Gachago et al., 2018).

The integration of social networks into educational activities results in an increase in student participation and teamwork. For example, students can collaborate on projects, share resources, and support each other in real-time (Gikas & Grant, 2013). This real-time collaboration fosters a sense of community and collective engagement, enriching students' learning experiences. Teachers can also utilize these platforms to moderate discussions, guide the learning process, and encourage critical and reflective thinking (Livingstone et al., 2019). The ability to engage students in continuous dialogue and feedback through social networks makes them an invaluable tool for promoting deeper understanding and reflection within visual culture education.

3.3. Fostering Active Student Engagement

Students' familiarity with social networks significantly increases their motivation and interest in educational activities. The incorporation of social media tools into education leverages this comfort and engagement, promoting autonomous learning and creativity (Hew & Cheung, 2020). Social networks offer a sense of agency to students, allowing them to express themselves through creative mediums such as blogs, vlogs, or digital portfolios, where they can reflect on visual culture in a personal and authentic way (Al-Ali, 2020). This personal expression enhances engagement and contributes to better information retention (Manca & Ranieri, 2019).

Furthermore, social networks enable students to share their work with a wider audience, thus gaining recognition and feedback from peers, teachers, and even a global community. This broadens their exposure and reinforces their confidence and communication skills (Manca, 2020). For example, a student's visual project shared on Instagram or YouTube can receive feedback not only from classmates but also from art enthusiasts or professionals, adding a layer of validation that may not be available in a traditional classroom setting. This dynamic fosters a deeper sense of ownership over their learning and creative process, enhancing their engagement with the subject matter.

3.4. Real-Time Interaction Through Mobile Access

The availability of mobile devices allows students to access social networks and participate in educational activities at any time and from any location, providing temporal and spatial flexibility that enhances the learning experience (Gikas & Grant, 2013). Mobile access breaks down the barriers of time and geography, enabling students to interact with course content, participate in discussions, and collaborate with peers in real time (Tang & Hew, 2019).

This flexibility supports continuous learning, where students can stay connected with their educational content outside of traditional classroom hours. For example, students can capture and share images or videos related to visual culture directly from their surroundings, enriching class discussions and providing unique perspectives (Lai, 2019). This "on-the-go" learning promotes contextualized education, where students can connect what they learn to their immediate environments, whether by analyzing street art, photography, or visual media they encounter in daily life (Kukulska-Hulme, 2021). As such, mobile access to social networks provides an avenue for students to engage with visual culture in a more meaningful and personalized way, thereby strengthening their connection to the subject matter.

3.5. References and Identified Challenges

While the advantages of social networks in visual culture education are clear, several studies also highlight challenges that must be addressed for their successful implementation.

Need for Teacher Training: One of the primary challenges identified is the necessity for teacher training in both digital literacy and pedagogical strategies. Educators must develop the skills to effectively integrate social networks into their teaching practice, ensuring they are used to their full educational potential (Gudmundsdottir & Hatlevik, 2020). Without proper training, teachers may struggle to use these platforms effectively, which could result in superficial or ineffective educational experiences (Manca & Ranieri, 2019).

Online Time Management: Another challenge lies in managing online time effectively. Without clear guidelines and limits, social networks can become a source of distraction for students (Kirschner & Karpinski, 2018). Educators need to establish time-management strategies and set clear expectations for online participation to ensure that students remain focused on educational content (Van Rooij & Ferguson, 2019).

Ethical and Privacy Considerations: Finally, the use of social networks in education brings forth ethical and privacy concerns. Issues related to data protection, responsible use of digital platforms, and safeguarding student privacy must be prioritized to create a safe learning environment (Livingstone et al., 2019). Educators and institutions must develop policies to address these concerns and ensure that social networks are used ethically and responsibly in the classroom.

In conclusion, the studies indicate that social networks offer valuable opportunities for enhancing visual culture education. They facilitate access to diverse resources, foster collaboration, engage students creatively, and allow for real-time, mobile learning. However, these benefits are not without challenges, and attention must be given to teacher training, time management, and ethical considerations to ensure the successful integration of social networks into the educational process.

3.6. Synthesis of Findings

The studies analyzed in this systematic review highlight the transformative potential of social networks when thoughtfully integrated into visual culture education. These platforms offer numerous advantages, such as broad access to diverse visual resources, opportunities for collaboration between students and educators, and increased student engagement in active and self-directed learning ((Greenhow & Chapman, 2020; Manca & Ranieri, 2019). By enabling students to explore current visual trends, participate in real-time communication, and extend their learning beyond traditional classroom boundaries, social networks foster a dynamic and participatory educational atmosphere. Educators, too, benefit by acquiring new tools for organizing and delivering content in innovative ways.

However, to fully harness the potential of social networks in education, several challenges must be addressed. One critical issue is the need for teacher training and professional development. Studies have consistently shown that educators require robust digital literacy and pedagogical skills to integrate social networks effectively into their teaching practices. Without appropriate training, there is a significant risk of superficial or ineffective use of these tools, undermining their educational value (Gudmundsdottir & Hatlevik, 2020).

Another key challenge lies in managing distractions inherent to online environments. Students may struggle to focus on educational content amidst the multitude of stimulus available on social platforms. Establishing clear guidelines and effective time management strategies is essential to ensure that students remain engaged with the intended learning objectives (Kirschner & Karpinski, 2018). Clear instructions and structured frameworks for using social networks in educational contexts can help minimize distractions while promoting productive engagement.

Ethical and privacy concerns also pose significant barriers to the widespread adoption of social networks in education. The integration of digital platforms raises questions about data protection, responsible use of personal information, and exposure to potentially harmful content. To mitigate these risks, educators and institutions must implement comprehensive policies and safeguards, providing students and teachers with the necessary tools to navigate these platforms responsibly (Livingstone et al., 2019).

4. Conclusions

The findings from the 25 selected studies emphasize the pivotal role of social networks in enhancing the teaching and learning of visual culture. These platforms transcend their function as digital tools, serving as essential resources to improve access to visual content, foster collaboration, and increase student engagement. The following key conclusions were drawn based on the studies reviewed:

- **Social Networks as Facilitators of Visual Resource Access**

Social networks provide substantial advantages by making diverse visual resources readily accessible to students and educators. Platforms like Instagram, Pinterest, and YouTube offer a rich array of multimedia content that enriches lessons and deepens understanding of visual culture. By incorporating these resources, educators can design dynamic and engaging learning experiences,

enabling students to explore contemporary visual trends and cultural phenomena beyond the scope of traditional textbooks (Greenhow & Chapman, 2020; Snelson, 2018). Additionally, the online accessibility of such resources promotes self-directed learning, allowing students to engage with topics at their own pace and convenience (Tang & Hew, 2019).

- **Social Networks Enhance Collaboration Between Students and Teachers**

Social networks facilitate continuous interaction and collaboration between students and teachers. Platforms like Facebook and WhatsApp enable real-time exchange of ideas, feedback, and resources, fostering stronger educational relationships (Manca & Ranieri, 2019; Bouhnik & Deshen, 2019). Collaborative activities supported by these platforms encourage students to take an active role in their education, working together on projects, sharing insights, and supporting one another. Educators, in turn, can guide discussions, stimulate critical thinking, and foster a participatory learning environment (Gikas & Grant, 2018; Kumar & Nanda, 2019).

- **Fostering Active Student Engagement**

The integration of social networks leverages students' familiarity with digital platforms, enhancing their engagement and motivation in the learning process. By aligning educational tools with students' daily experiences, these platforms create authentic and relatable learning opportunities (Cao et al., 2018). For example, assignments like blogs or vlogs allow students to express personal insights on visual culture, fostering creativity and improving information retention (Hew & Cheung, 2020). Social networks also enable students to receive feedback and recognition from peers and broader audiences, boosting confidence and communication skills (Manca & Ranieri, 2019).

- **Enabling Real-Time Interaction Through Mobile Access**

Mobile access to social networks removes traditional barriers of time and location, enabling continuous learning and interaction. Students can access educational content and discussions anytime, facilitating real-time engagement with peers and teachers (Gikas & Grant, 2018). Moreover, the ability to contextualize learning by capturing and sharing visual materials from their own environments enriches the educational experience, making it more relevant to their real-world contexts (Kukulska-Hulme, 2021; Lai, 2019).

- **Challenges and Considerations in Implementing Social Networks**

Despite their benefits, the integration of social networks into visual culture education presents several challenges:

- **Teacher Training:** Educators need specialized training to develop both digital and pedagogical competencies for effective integration of these platforms (Tondeur et al., 2018). Without this training, social networks may be used ineffectively, limiting their educational impact (Manca & Ranieri, 2019).
- **Managing Distractions:** The potential for distraction is a significant concern. Clear guidelines and self-regulation strategies are necessary to ensure productive use of social networks in educational activities (Kirschner & Karpinski, 2018; Van Rooij & Ferguson, 2019).
- **Ethical and Privacy Issues:** The use of social networks raises concerns regarding data protection, privacy, and responsible use. Establishing robust policies and educating users about these issues is essential for safe and ethical platform utilization (Livingstone et al., 2019).

In conclusion, while social networks offer significant opportunities for enhancing visual culture education, their effective and responsible integration requires addressing these challenges. By investing in teacher training, implementing clear guidelines, and fostering ethical practices, educators can unlock the full potential of social networks to create dynamic, engaging, and meaningful learning experiences in the digital age.

5. Recommendations

Based on the findings of this review, the following recommendations are proposed to optimize the use of social networks in visual culture education:

1. **Teacher Training and Professional Development**

Educational institutions should implement comprehensive training programs to equip educators with the skills and knowledge needed to integrate social networks effectively. This

includes fostering digital competencies and exploring innovative pedagogical approaches (Gudmundsdottir & Hatlevik, 2020).

2. Clear Policies and Guidelines

Institutions should establish explicit policies that address the ethical and responsible use of social networks, emphasizing data protection, privacy, and appropriate behavior. These guidelines should provide clear expectations for both educators and students regarding the use of digital tools in educational settings (Livingstone et al., 2019; Stoilova et al., 2020).

3. Future Research Directions

Further research is essential to explore innovative methodologies for incorporating social networks into visual culture education. Longitudinal studies could evaluate their long-term impact on learning outcomes, while comparative analyses may identify best practices across different educational and cultural contexts (Greenhow & Chapman, 2020; Xiao & Wang, 2021). Additionally, research into emerging platforms like TikTok or AI-based content curation could provide insights into new opportunities for enhancing education in this field.

In conclusion, social networks hold tremendous potential to transform visual culture education. However, realizing this potential requires a commitment to teacher training, ethical practices, and ongoing research. By addressing the associated challenges and leveraging these platforms effectively, educators can shape a more dynamic and impactful future for teaching and learning in the digital era.

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