
The Role Of Social Media In Enriching The Educational Process An Analytical Study Of The "My Teacher, Take My Hand" Youtube Channel

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Abstract:

In the era of accelerating digitalization, social media has become a powerful tool in various aspects of our lives, and the education sector is no exception to this profound transformation. Sites like YouTube, with their enormous potential for publishing and sharing visual content, have emerged as a driving force in reshaping traditional educational concepts and opening new horizons for interaction and knowledge exchange.

This analytical study highlights the role played by social media sites, specifically YouTube, in enriching the educational process. Given the growing role played by educational content creators on these platforms, this study uses the "My Teacher, Take My Hand" YouTube channel as an analytical model. This channel, with its diverse educational content available to a wide range of students, seeks to embody the potential of YouTube as an influential educational tool. This research paper reached several conclusions, the most prominent of which is that the "Teacher, Take My Hand" channel places utmost importance on the quality of educational content over quantity, preferring to present focused and condensed videos within an appropriate timeframe. The channel also relies significantly on traditional educational methods, represented by the blackboard and textbook-based explanations in presenting lessons.

Keywords: Social media, educational process, YouTube, visual content.

Introduction

Research Problem:

The world is witnessing an unprecedented digital transformation, with digital technology and the internet becoming an integral part of various aspects of our daily lives, including education. In this context, social media sites have emerged as an influential force shaping social and cultural interactions, and their influence has extended to the educational process, opening new horizons for communication and knowledge exchange.

YouTube, in particular, as a global video-sharing platform, is among the most influential of these sites in the educational field. Through its vast and diverse library of visual content, it offers tremendous potential to enrich the educational process and transcend the traditional confines of classrooms. Learning is no longer confined to the walls of the school; it is now

available to everyone, anytime, anywhere, thanks to the easy access to educational content available on this platform.

Through its vast and diverse library of visual content, YouTube offers unprecedented potential to transcend the boundaries of traditional classrooms and deliver knowledge in innovative and engaging ways. Learning is no longer limited to books and lectures. Students now have access to visual explanations of curricula, live science experiments, and interactive educational content that enhances their understanding of various concepts. Based on the above, we pose the following main question:

What is the role of the "My Teacher, Take My Hand" YouTube channel in enriching the educational process?

This question leads to several sub-questions:

- What learning materials did the "My Teacher, Take My Hand" YouTube channel focus on in enriching the educational process?

- What presentation methods did the "My Teacher, Take My Hand" YouTube channel adopt to enrich the educational process on YouTube?

- What are the objectives of the "My Teacher, Take My Hand" YouTube channel in terms of its goal of enriching the educational process?

- Is the time allocated by the "My Teacher, Take My Hand" YouTube channel sufficient to explain the educational content?

- What is the evaluation of YouTube activists of the educational content provided by the "My Teacher, Take My Hand" channel?

Significance of the Study:

The importance of this study lies in highlighting the mechanisms for employing social media, especially YouTube, in the educational process, in terms of its ability to publish, interact with, and share videos.

The study also highlights the educational materials focused on by the "My Teacher, Take My Hand" channel in enriching the educational process, as well as the presentation methods and languages used in presenting educational materials.

Theoretical Framework of the Study:

A. Concepts of the Study

Social media: It is the use of the internet to enable individuals to find each other based on shared interests and create an opportunity for them to meet each other virtually online. (Mohmed, 2010)

Balas defines it as "a program used to build online communities where individuals can connect with each other for a variety of reasons." (Wasine, 2010)

Fayez Al-Shehri defined it as: "A system of electronic networks across the internet that allows subscribers to create their own website, then connect it through an electronic social system with other members who have the same interests and hobbies, or gather with university or high school friends, etc. (Jarar, 2012, 37)

Social networking sites are considered part of the new media system, or digital media, which refers to a group of new digital methods and activities that enable us to produce, publish, and consume media content in various forms through electronic devices (media) connected to or not connected to the internet. (Al-Ramadan, 2012, 61)

In our study, by social networking sites, we mean communication platforms such as Facebook, YouTube, Telegram, Instagram, and others, which offer a range of services that

support communication and interaction among members of the social network by publishing videos and content, interacting with them, and sharing them with others.

The educational process: The process that results in the emergence of behavior A new learning experience for the learner, completely different from the behavior they previously followed, results from obtaining the information necessary to bring about this positive change. Therefore, it represents a growth in the learner's responses, acquired by the environmental stimuli surrounding them. (NOURA, 2023, 156)

It can be defined as a process based on a set of basic elements: the teacher or professor, who bears the responsibility of conveying information, knowledge, facts, and figures to the learner using various methods they trust and believe will play an effective role in achieving the desired objectives of the educational process. In addition, the learner represents the recipient of this information and the primary focus of the educational process. The educational material or course, which includes the topics, study materials, and educational curricula presented by the teacher, is also included. In addition, the classroom, the educational environment, and the supporting and secondary means that contribute to facilitating the learner's access to information. (Al-Far, 2007, 22)

In this research, we view the educational process as an interactive and dynamic journey aimed at providing the learner with integrated experiences that combine solid theoretical foundations with direct practical applications. This integration can only be achieved through By adopting a variety of modern educational methods and approaches that capitalize on the tremendous momentum of contemporary technological developments.

These technological developments open up broad horizons for enhancing the learner's active participation in the educational process, transforming their role from a passive recipient of information to an active and proactive participant. They provide them with tools and platforms that enable them to express their opinions and ideas, ask questions, and engage in rich and informed discussions with both the teacher and their peers.

In short, the educational process we seek to explore in this research is a participatory, interactive, and technology-based process that aims to enable students to gain rich theoretical and practical experiences and enhance their positive interaction with educational content and with their classroom community.

YouTube: YouTube is a social media site that has attracted millions of daily users through its applications, which primarily feature videos in various fields, and the ability to download, rewatch, and comment on them. It is a video-sharing site based on the concept of "broadcast yourself." It contains a variety of user-submitted videos, including product demonstrations and short original videos. It also includes a range of professionally created content, including clips from television shows and commercials, film clips, and music videos. Users can view these videos when visiting the YouTube website, but only those registered with the site can upload videos online. In its early days, YouTube caused problems for producers, whose songs no longer generated profits due to YouTube's ability to provide the public with whatever they wanted simply by downloading it. This prompted the site's management to change its terms of use, prohibiting the posting of long videos. Users still circumvent this agreement by fragmenting files. YouTube's concept was well-received by users, who created private channels where each person could broadcast whatever they liked. One of the major sites offering this service is the famous Google, which has a video-sharing site called Google Video. (Al-Furaij, 2011, 9)

What's striking about YouTube is that it's not just a platform for sharing videos, but rather a social network, where any internet user can watch videos and form friendships with other people by commenting on the content and responding to it. This creates a sense of community among individuals as they communicate with one another. (Yoganarasimhan, 2012, 7)

B. The Role of Social Media in Raising and Enriching Educational Levels

Uses of Social Media in Improving Educational Levels

Social media networks have spread throughout society. In recent years, the web and social media have had a profound impact. The use of social media in the educational field has also had a significant impact on developing basic skills such as collaboration, creativity, and leadership with technological proficiency. Learners have become connected with their teachers, who have become managers, and learners have become key producers, commentators, and classifiers of educational content, especially after the invention of web-based mobile products, which facilitated access to networks anytime, anywhere. Experience has proven that these networks have a positive role in teaching and learning, leading to deep collaboration between students and faculty members, and enhancing student academic performance and social interaction. Among the most important roles these networks play in the educational setting are the following:

- It contributes to individual or self-directed learning as a tool for storing information, enabling the learner to refer to it whenever needed.

- It develops students' scientific thinking skills and informational abilities.

- It helps develop creative thinking, given its role in developing strategies and plans to solve certain educational problems, thus achieving certain learning objectives.

- It enables access to various fields, periodicals, scientific bulletins, books, articles, and reports.

(NOURA, 2023, 158)

The Importance of Using Social Media in the Educational Process:

The importance of using social media can be summarized as follows:

- It helps strengthen the individual's personality, as it enables them to master the art of conversation and organize ideas, phrases, and sentences in a consistent manner. This enables them to build relationships with those around them, whether at school or university.

- It helps them become familiar with and open to all cultures and customs, thus increasing their stock of ideas and culture.

- Learning on these networks takes place collaboratively in group activities and in performing assigned duties and educational tasks.

- Activating the educational process between learners and their peers, as these sites enable them to share and explore knowledge with one another, especially if they are in secondary school and are within the same network and at the same level, where they share common educational goals.

- Helping learners innovate and create through the contributions they make, as these sites contribute to the dissemination of many different activities and works related to learning and teaching. (Ali, 2014, 476)

T. Obstacles and challenges to the optimal use of social networking sites in education.

Obstacles preventing the optimal use of social networking sites in the educational process

Among the most important obstacles to the use of social networking sites in education are the following:

- Faculty members' attitudes toward the use of technology: Most professors do not want to allocate sufficient time to use social networking sites in the classroom.

Slow change in bureaucratic systems: Teaching methods are linked to frameworks and systems that must be used by teachers and educational bodies and cannot be changed, while some systems are slow to change.

Social media users need images and sound, and it is well known that the time required to receive audio, images, video, or large files is double the time required to receive written text. Therefore, schools must purchase high-speed connectivity devices to overcome this obstacle. (Al-Moussawi, 2008, 165)

Challenges of Effectively Utilizing Social Media in the Educational Process

Several major challenges hinder the adoption and effective implementation of this type of education. The first of these is the limited level of awareness among students and teachers of the importance of this educational approach and its potential benefits, which can lead to indirect resistance stemming from a lack of familiarity with the concept.

Furthermore, the implementation of modern technologies in education may face difficulties in accepting the accompanying pedagogical change, in addition to the reticence towards using digital technologies in their usual classroom practices. This calls for addressing these concerns and providing the necessary support for teachers to smoothly transition to these new educational environments.

To overcome these obstacles, it is crucial to provide comprehensive training and qualification programs targeting both students and teachers. These programs must focus on equipping them with the necessary technical skills and understanding the educational principles underlying this type of education, helping them adapt and become accustomed to using these technologies effectively and confidently. Finally, the urgent need to provide a robust and reliable technological infrastructure cannot be overlooked, particularly high-speed internet access that ensures seamless access to digital educational resources and facilitates effective interaction within the virtual learning environment. Without such a robust infrastructure, the possibility of implementing this type of education on a large scale will remain limited.

Study Methodology and Tools:

A- Study Methodology: This study belongs to the descriptive-analytical studies, through which the researcher can study reality with great precision. This enables the researcher to analyze the phenomenon under study and identify its various aspects, thus revealing the current facts related to a given phenomenon. (Shafiq, 1998, 108)

The importance of descriptive studies in media research lies in the fact that they represent the most applicable method for studying certain problems and phenomena related to people, their attitudes, opinions, and perspectives in their relationship with the media and its outlets. It is difficult to use experimental or historical methods in studying these issues. This has led most media research to fall within this framework. This study aims to describe the output of Arab news websites and agencies. (Hijab, 2002, 83)

B- Research Tool: The study required that the scientific research tool, according to the methodology used, be a content analysis tool. It serves as a kind of index that allows the researcher the opportunity to search, review, and analyze data. It is an indirect research method used to process written texts, audiotapes, and films, especially those sciences related to the media and communication, the diverse content they produce, and the diverse effects they exert on the audience. (Ben Marsili, 2005, 47) In communication sciences, content analysis refers to everything an individual says or writes to achieve communication goals with others (Al-Mashhadani, 2007, 23). Content analysis is considered a means of data processing, as it uses

the content analysis of the material provided by mass communication media. While previous forms of survey studies are linked to direct contact with human sources that possess the information the researcher wants, content analysis studies are conducted without contact, as the researcher is satisfied with choosing a number of documents related to the topic of his research, such as records, laws, regulations, newspapers, magazines, television programs, books, and other materials that contain the information the researcher is looking for (Duwaidi, 2000, 306). Through them, we will try to answer the problem of the study, which seeks the role of the "My Teacher, Take My Hand" channel on the YouTube platform in enriching the educational process.

Research Community and Sample:

The research community is defined as "all the vocabulary related to the problem being studied. It is a limited or unlimited collection of vocabulary related to the phenomenon being studied." (Ben Mersli, 2005, 41). In this study, the research community is represented by the educational materials covered by the "My Teacher, Take My Hand" educational channel between November 2017 and March 2018. The research sample consisted of a deliberate selection of issues that received significant interaction and follow-up from activists, considering them to be useful to our research. This was done to identify the ideas presented and contained in these issues and then analyze them. The sample consisted of 12 issues. Two types of analysis categories were established: "What was said?" categories, i.e., content categories, and "How was it said?" categories, which relate to the form in which the content was presented. Channel Description: "My Teacher, Take My Hand" is an Algerian educational channel aimed at primary school students. Founded on April 2, 2015, it offers lessons in all subjects, as well as solutions to various math exercises and problems. It also provides stories, written expressions, and educational advice. By the time this study was conducted, the channel had garnered 4,184,288 million views.

Table 1: Number of views provided by "My Teacher, Take My Hand" over the period

Titles	Publication Date
Recognizing a Right Angle, page 40 of the Second Grade Activity Book	2025/01/11
Writing the Hamza for Second Grade Students	2024/11/19
First Person Pronouns (I-We) for Second Grade Students	2024/11/18
Solutions to the Math Activity Book Exercises, Data Extraction Lesson for Second Grade Students	2024/11/18
Obedience to Parents Song for Second Grade Students	2024/11/11
Math Lesson: Completing Numbers to the Next Ten for Second Grade Students	2024/11/07
Solutions to the Math Book Exercises, page 31 for Second Grade Students	2024/10/22
Solutions to the Math Book Exercises, page 30 for Second Grade Students	2024/10/22

Reading 1 (Discovering the Letter Sheen) for Second Grade Students	2024/10/21
First Lesson in Islamic Education (Surat Al-Masad) with Second Grade Students	2024/09/29
Traffic Signal Song with Second Grade Buddies	2024/09/23
Introductory Lesson for the New School Year (Traffic Safety) with Second Grade Students	2024/09/23

Table No. 02: Educational materials covered by the “My Teacher, Take My Hand” channel

Probability	Repetition	Percentage
Arabic Language	03	25%
Mathematics	05	41.66%
Civic Education	01	08.33%
Islamic Education	01	08.33%
Archives	02	16.66%
Total	12	100%

The data obtained in the table above indicates that the "Teacher, Take My Hand" channel covered various educational subjects. Mathematics came first, with a frequency of 5 topics, representing 41.66% of the total. The fact that mathematics is the most prominent subject indicates that the channel devotes special attention to this essential subject, which many students often struggle with. Arabic language topics came second, with a frequency of 3 topics, representing 25% of the total. This confirms the importance of this subject as the language of identity and communication and the primary tool for understanding other subjects. The channel's Arabic language content is presented to enhance students' language skills and overcome difficulties in grammar, morphology, and literature. Civics and Islamic education topics followed, with 1 topic frequency, representing 8.33% each. This indicates the channel's awareness of the importance of building national and value-based awareness among students. Although their frequency is lower, their presence demonstrates the channel's comprehensive educational vision. The distribution of educational topics revealed by the data provides insight into the channel's interests and priorities in presenting content to students. This distribution may not be random, but may reflect a clear educational strategy followed by the channel's facilitator. For example, she may see a greater need for support in mathematics, or she may follow a specific curriculum that focuses more on these subjects during a specific period of time.

We also note that this distribution represents a snapshot of a specific moment in time. This distribution may change in the future as more videos are added and other educational subjects are covered.

Table 3: The "My Teacher, Take My Hand" Channel's orientations in terms of the objective of its content

Objective	Repetition	Percentage
Education and advancement of ideas	12	25 %
Creative scientific communication with the teacher	12	25%
Promoting dialogue and knowledge exchange among students	12	25%
Simplifying activities and training in handling them	12	25%
Total	48	100%

The table above illustrates the objectives pursued by the "My Teacher, Take My Hand" YouTube channel during the analysis period. According to the table, all percentages were equal, estimated at 25%, for education and the advancement of ideas, creative scientific communication with the teacher, promoting dialogue and knowledge exchange between students, and simplifying and training activities.

We conclude from these results that the "My Teacher, Take My Hand" channel aims to create an educational environment on YouTube by supporting interaction between students and the teacher, i.e., the channel's facilitator.

It succeeded in transcending the one-way model by focusing on supporting interaction between students and teachers. This indicates that the channel is not limited to providing information in a rote manner, but rather provides a space for dialogue and communication, which is the essence of an effective educational process. This includes responding to comments and questions, as well as facilitator interaction with students' inquiries, which in turn fosters interest and deepens their understanding.

Table 4: The hourly volume of material presented on the "My Teacher, Take My Hand" channel is sufficient for the absorption of information.

Possibilities	Repetition	Percentage
Yes	12	100%
No	/	/
Total	12	100%

The table above shows that the hourly duration of the videos presented on the "My Teacher, Take My Hand" YouTube channel is sufficient for students to absorb and acquire information. The table shows a 100% rating for the hourly duration as sufficient.

This full rating indicates that the channel focuses on quality over quantity. It prioritizes providing condensed, focused content in videos of an appropriate hourly duration, rather than providing large quantities of videos with superficial or distracting content. This enables students to make the most of every minute they spend watching the video. This result also highlights the presence of careful planning for the educational content provided, in which the duration of each video is carefully determined to cover the topic comprehensively and clearly, without tedious prolixity or detrimental abbreviations.

This result also confirms the channel's facilitator's awareness of students' attention span and their ability to absorb information online. Therefore, she strives to provide videos of an appropriate length that maintains their attention and enhances their understanding.

Table 5: Language used by the "My Teacher, Take My Hand" channel facilitator in presenting educational content

Possibilities	Repetition	Percentage
Arabic language	12	100%
Foreign language	/	/
Total	12	100%

The table above shows that the language used by the "My Teacher, Take My Hand" YouTube channel is 100% Arabic.

This purely linguistic choice carries several important implications that go beyond the mere means of communication. It clearly indicates that the channel's primary target audience is students in Algeria. This enables the channel's host to communicate effectively with them in their native language, facilitating students' understanding and comprehension of the educational content. Furthermore, since Arabic is the primary language of instruction in Algerian schools, its use on the channel directly supports the local educational curricula and helps students follow their lessons and better understand their subjects.

The channel's host's use of Arabic also overcomes linguistic barriers that some students may face in understanding terms or explanations presented in foreign languages. This makes students feel comfortable and confident when the channel is being taught, and encourages them to interact and ask questions.

Table 6: Presentation methods used by the "My Teacher, Take My Hand" channel to present educational content

Possibilities	Repetition	Percentage
Blackboard	06	50%
Book	03	25%
Drawing and Pictures	02	16.66%
Acting and Performance	01	8.33%
Total	12	100%

The table above shows that the most frequently used presentation method on the "Teacher, Take My Hand" YouTube channel is the blackboard, with 6 times the frequency (50%). Books came in second with 3 times the frequency (25%). Drawing and pictures came in third with 2 times the frequency (16.66%). Finally, acting and performance came in third with 1 times the frequency (8.33%).

These results indicate that the channel relies heavily on traditional methods (the blackboard) to deliver lessons. When the facilitator uses the blackboard, she naturally directs

students' gaze toward her and what she is doing. This visual focus helps capture students' attention and direct them toward the information being presented.

The blackboard also allows the facilitator to structure the lesson and present information in a gradual and logical manner. They can write down key points, draw simple illustrations, or complete exercises step by step. This gradual progression helps students acquire information in an organized and sequential manner, facilitating comprehension and assimilation. The channel facilitator's use of books to solve math problems helps students understand how to accurately read and analyze math questions and determine exactly what is required of them. This prevents errors resulting from misunderstanding the question.

The researchers suggest that extensive use of the blackboard and books is the most readily available and easy-to-use option for facilitators, especially given the limited availability of technical resources at times.

In general, the facilitator's primary reliance on the blackboard on the "My Teacher, Take My Hand" channel can be explained by the effectiveness of this method in capturing students' attention, presenting information in an organized and visual manner, and contributing to its consolidation in their minds, especially in the early stages of education, which require simplifying concepts and presenting them in tangible and direct ways.

Table 7: Gender most engaged with the educational content presented by the "My Teacher, Take My Hand" channel

Possibilities	Repetition	Percentage
Male	02	16.66%
Female	10	83.33%
Total	12	100%

The table above shows that the gender most engaged with the educational content provided by the "My Teacher, Take My Hand" channel was female, with a frequency of 83.33% compared to 16.66% for males.

This can be explained by the fact that mothers are often closer to and more closely involved in the details of their children's daily lives, including their academic performance, than fathers. This makes them more aware of the need for additional educational support at home and more likely to seek solutions.

Mothers may find it difficult to understand some concepts or methods for solving modern exercises that differ from what they learned as children. Therefore, they turn to educational videos on social media to better understand these concepts so they can explain and simplify them to their children. Educational channels on social media often offer innovative and engaging ways to explain lessons, using visual and interactive tools that mothers may not be familiar with. These videos help them present information in an engaging way for their children. They also save them time and effort. Instead of spending a long time trying to understand the educational material on their own, mothers can benefit from the ready-made, simplified explanations in educational videos.

Table 8: YouTube users' evaluation of the educational content provided by the "My Teacher, Take My Hand" channel

Possibilities	Repetition	Percentage
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Good	12	100%
Poor	/	/
Total	12	100%

The table above shows the YouTube users' evaluation of the educational content provided by the "My Teacher, Take My Hand" channel. The percentage of positive lessons provided was 100%. We based the users' evaluations on their interaction with the channel's videos, whether through liking or commenting.

This very high percentage reflects a near-complete consensus among users regarding the quality of the lessons provided, indicating that the channel has been able to meet the expectations and needs of its audience to an excellent degree.

A "like" is the simplest form of positive feedback, indicating the viewer's satisfaction with the video and their benefit from it. A "comment" is often more in-depth and expresses the viewers' opinions in detail. Positive comments that praise the quality of the explanation, the benefit achieved, or the engaging style reinforce the significance of the high "like" percentage and add a qualitative dimension. The channel's videos also included comments requesting more content or constructive suggestions, indicating genuine interaction and interest in the future.

Study Results:

- The "My Teacher, Take My Hand" channel covers a variety of educational subjects, with a greater focus on mathematics and Arabic. This indicates that the channel pays special attention to this essential subject, which many students often struggle with. This reflects a clear educational strategy followed by the channel's facilitator.

- The "My Teacher, Take My Hand" channel utilized a learning environment on YouTube, supporting interaction between students and teachers. The channel's facilitator succeeded in transcending the one-way model by focusing on supporting student-teacher interaction.

- The "My Teacher, Take My Hand" channel prioritizes the quality of educational content over quantity. It prefers to present focused, condensed videos within an appropriate timeframe, rather than producing a large number of videos with superficial or disjointed content. This approach ensures that students benefit most from every minute they watch. It also indicates careful planning of the educational content, with the length of each video carefully determined to cover the subject comprehensively and clearly, while avoiding tedious prolixity and detrimental brevity.

- The "My Teacher, Take My Hand" channel relies exclusively on Arabic to deliver its educational content. This language choice has profound implications beyond mere communication. It clearly indicates that students in Algeria are the channel's primary target audience. Using their mother tongue also enables the facilitator to communicate effectively with them, making it easier for students to understand and absorb the educational content.

- The channel relies significantly on traditional educational methods, represented by the blackboard and textbook-based explanations, to present lessons. When the facilitator uses the blackboard, she naturally draws students' attention visually to her and to what she is writing or explaining. This visual focus plays an important role in capturing students' attention and directing them toward the information presented.

- Females significantly outperformed males in engaging with the "My Teacher, Take My Hand" channel's educational content. This difference is attributed to the traditional role of mothers in monitoring their children's daily activities, including their academic performance. This makes them more aware of the need for additional educational support at home and more

likely to seek appropriate solutions. In addition to the channel's marketing and promotional strategies, it has reached a greater segment of women interested in education, particularly mothers.

- The table above shows the YouTube users' evaluation of the educational content provided by the "My Teacher, Take My Hand" channel, with 100% ratings for good lessons. We based the users' evaluations on their interactions with the channel's videos, whether through liking or commenting.

- There was near-complete consensus among users on the quality of the lessons provided by the "My Teacher, Take My Hand" channel. The channel has remarkably met the expectations and needs of its audience, with positive comments praising the quality of the lessons explained and the engaging way the channel host presents information to students.

Conclusion:

There is no doubt that social media sites play a pivotal and increasingly important role in enriching the educational process. They go beyond being mere traditional social networking platforms to becoming powerful tools that contribute to expanding learning horizons and transcending the confines of the traditional classroom. By breaking down geographical and time barriers, these sites, and YouTube in particular, allow students and teachers to connect with experts and learners from around the world and access diverse educational resources that enrich the curriculum. Moreover, social media sites enhance student interaction and active participation by providing an interactive and engaging learning environment that encourages questioning and the exchange of ideas, increasing motivation and developing their collaboration and teamwork skills. Therefore, it can be confidently said that social media sites represent a valuable addition to the educational process and contribute significantly to its enrichment and development.

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