

## **GEOSCIENCE EDUCATION UTILIZING SOCIAL MEDIA COMMUNICATIONS STYLE: EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF CONTENT ICONIZATION AND CONDENSATION**

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Amid the spectacular rise of the use of social media rapid and condensed communication styles (RCCS), college students can easily acclimate and benefit from condensed and iconized learning (CIL) materials and instructional styles. In response to the need to assess learning and teaching with RCCS-like approach of communication, we conducted a study with main focus of evaluating CIL application through survey-based learning efficiency evaluation for a sample of more than two hundred college students enrolled in introductory physical geology classes. We taught a sample of the students' population two topics: one with CIL and the other without the use CIL teaching and learning. The students were more motivated to learn and explore and showed evidence of more focus on the fundamentals and details of the topic where we applied CIL teaching and learning approach. The main impact of CIL stem from the fact that it presents the concepts and comparative aspects of the syllabus in simple, condensed, and iconized style with appeal similarity to that of using iconized messages in the social media. Iconizing and condensing concepts in physical geology seems to be natural approach, since most of the content is over geological processes and features that are docile to graphically condensing and symbolizing course content and developing learning assessments responsive to such an approach of learning. We claim that CIL style of teaching and learning has transformational potential of increasing the in-memory residence life-time and deepening the understanding of the taught topics.