



Using Social Media to Enhance Instruction in Higher Education

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Fleck, B.K.B., Richmond, A. S., & Hussey, H. D. (2013). Using social media to enhance instruction in higher education. In S. Keengwe (Ed.), *Research perspectives and best practices in educational technology integration*. (pp.217-241). Hershey, PA: IGI Global publication.

1. What is Social Media (SM)?
 1. SoTL research on Twitter & Facebook
 2. 7 ways to integrate SM into the classroom
 3. 7 suggestions for successful integration
 4. Generating Ideas

Outline

⌘ “Web-based & mobile applications that allow individuals & orgs to create, engage, and share new user-generated or existing content, in a digital env. through multi-way communication.”

⌘ Social Networking Sites (SNS)

⌘ Digital Natives

⌘ Being utilized by higher education institutions

What is SM?

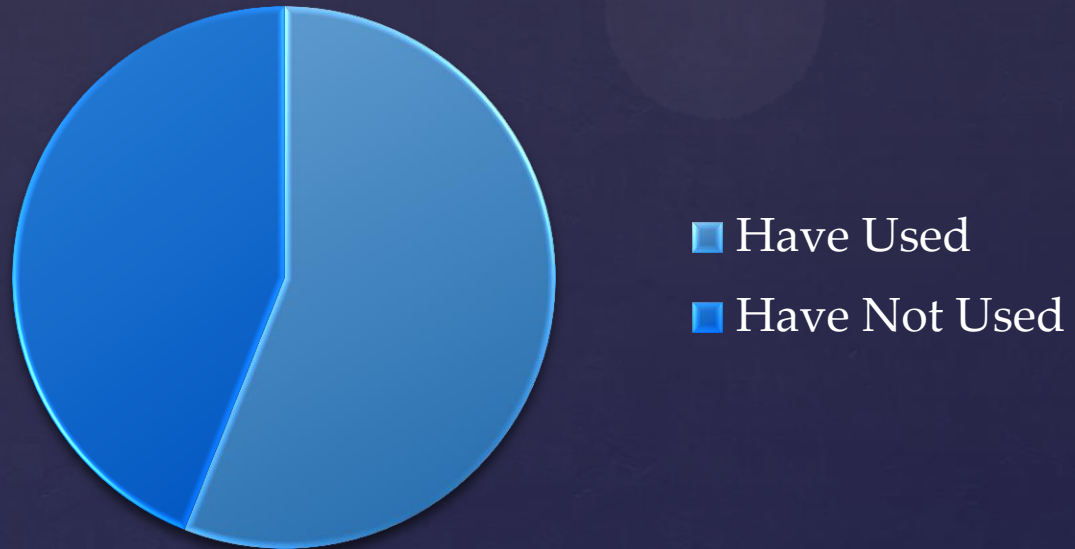
Considering such explosion in usage, should social media be considered as a tool in the higher education classroom?



1. Student Perceptions
2. SoTL evidence
3. Authenticity

- ⌘ 97 college students across the US
- ⌘ 25 questions on general SM usage & SM in the classroom
- ⌘ Results:

Experience with SM in the classroom



Student Perceptions

- ⌘ 97 college students across the US
- ⌘ 25 questions on general SM usage & SM in the classroom
- ⌘ Results:
 - ⌘ Perceived effectiveness for:
 - ⌘ Communicating with peers
 - ⌘ Creating or collaborating on documents
 - ⌘ Awareness of deadlines or meetings
 - ⌘ 29% reported that SM was “somewhat effective” in helping them understand course material.

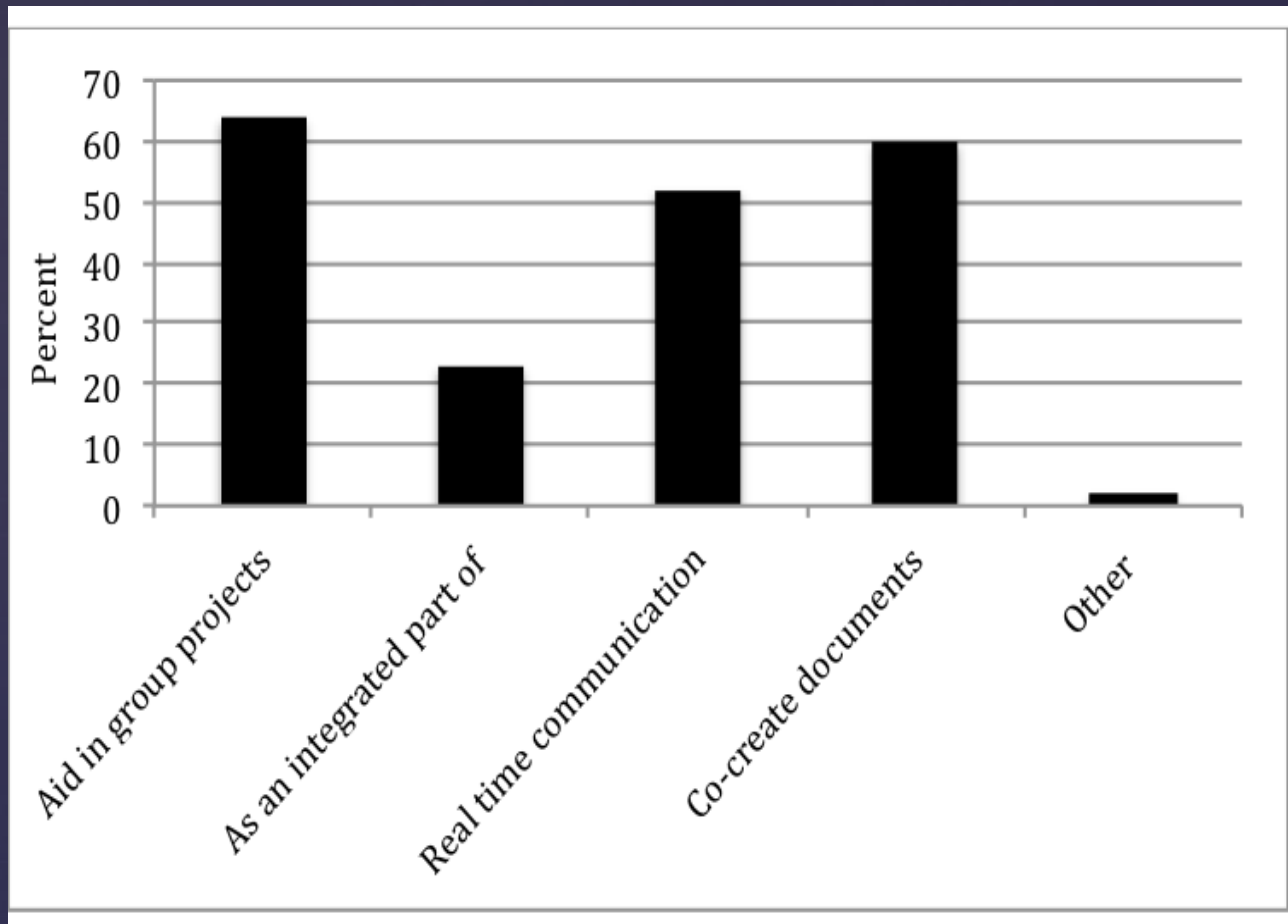
Student Perceptions

- ⌘ 97 college students across the US
- ⌘ 25 questions on general SM usage & SM in the classroom
- ⌘ Results:

If asked to us SM for course related work...



Student Perceptions



“How would you like to see social media used in classes?”

- ⌘ 97 college students across the US
- ⌘ 25 questions on general SM usage & SM in the classroom
- ⌘ Results:
 - ⌘ Reluctances include
 - ⌘ Separate personal and professional lives (64%)
 - ⌘ Distractions (58%)
 - ⌘ Privacy (38%)
 - ⌘ Familiarity is a significant predictor of positive views

Student Perceptions



- ⌘ 140 characters called “tweets”
- ⌘ Follow others
- ⌘ # used to seek out relevant conversations

⌘ Educational Applications

- ⌘ Instant feedback in the classroom
- ⌘ Learning tool outside of the classroom
- ⌘ Communication (ex: facilitate study groups)

Twitter

{ Advantages

- & Quick communication
- & Limited personal information
- & Concise writing
- & Link to detailed information
- & Real world application
- & Student enjoyment
- & Connection to peers
- & Increase learning

{ Disadvantages

- & Limits interaction though one way communication
- & No file sharing
- & Familiarity
- & Multitasking / Distractions

Twitter

(Dunlap & Lowenthal, 2009; Grozdanic, 2011; LaRue; 2012; Lowe & Laffey, 2011; Rinaldo et al., 2011; Wright, 2010; Estus, 2010; LaRue, 2012).

⌘ Healthcare Courses

- ⌘ Discussion using Twitter vs. control
- ⌘ Improved academic scores & student engagement indices

⌘ Cross Disciplinary Class including: urban planning, construction management, and environmental studies.

- ⌘ Communication using Twitter vs. in-class discussions
- ⌘ Control group had greater retention & were more self-reflective in assignments
- ⌘ Character limit

Evidence (SoTL)

- ⌘ Open to public in 2006
- ⌘ Create a user profile to “friend” others
- ⌘ Share pictures, messages & personal information



⌘ Educational Applications:

- ⌘ Discussions out of the classroom
- ⌘ Links to related course content
- ⌘ Student groups
- ⌘ Connection to outside resources
- ⌘ Real world application

FaceBook

{ Advantages

- ⌘ Ease of communication
- ⌘ Meaningful discussion
- ⌘ Student motivation
- ⌘ Sense of belonging to a group
- ⌘ Link to real world application
- ⌘ Understanding of material

{ Disadvantages

- ⌘ Faculty prefer email
- ⌘ Viewed as social not academic
- ⌘ Security issues
- ⌘ Misuse
- ⌘ Inaccurate information
- ⌘ Distraction

FaceBook

⌘ Geriatric Pharmacology Course

- ⌘ Students blogged about course material in a closed FB group
- ⌘ Written comments were more structured & insightful
- ⌘ Students appreciate time to formulate thoughts & ease of use

⌘ Business Management Course

- ⌘ Informal learning tool to connect students with 3 guest lecturers outside of class
- ⌘ Optional FB page: viewed favorably
- ⌘ Students reported increased interest
- ⌘ Student to student interaction was limited

Evidence (SoTL)

↳ Blessing, Blessing & Fleck (2012)

- ⌘ 63 total participants
- ⌘ Conceptual knowledge vs. Humor control
- ⌘ Students could follow Twitter or FB (63 % FB)
 - ⌘ 84 total tweets (6 per ch.)
 - ⌘ 83 to 90 % attended to the feeds
- ⌘ Open ended recall: list 5 items
- ⌘ MC exam questions: (2 per ch.)

!Freud: @Watson The unconscious is more important than the conscious! What lies beneath drives all of a duck's behavior. "Why did the basketball player bring a duck to the game? She wanted to shoot a few shot!"

Blessing, Blessing & Fleck, 2012

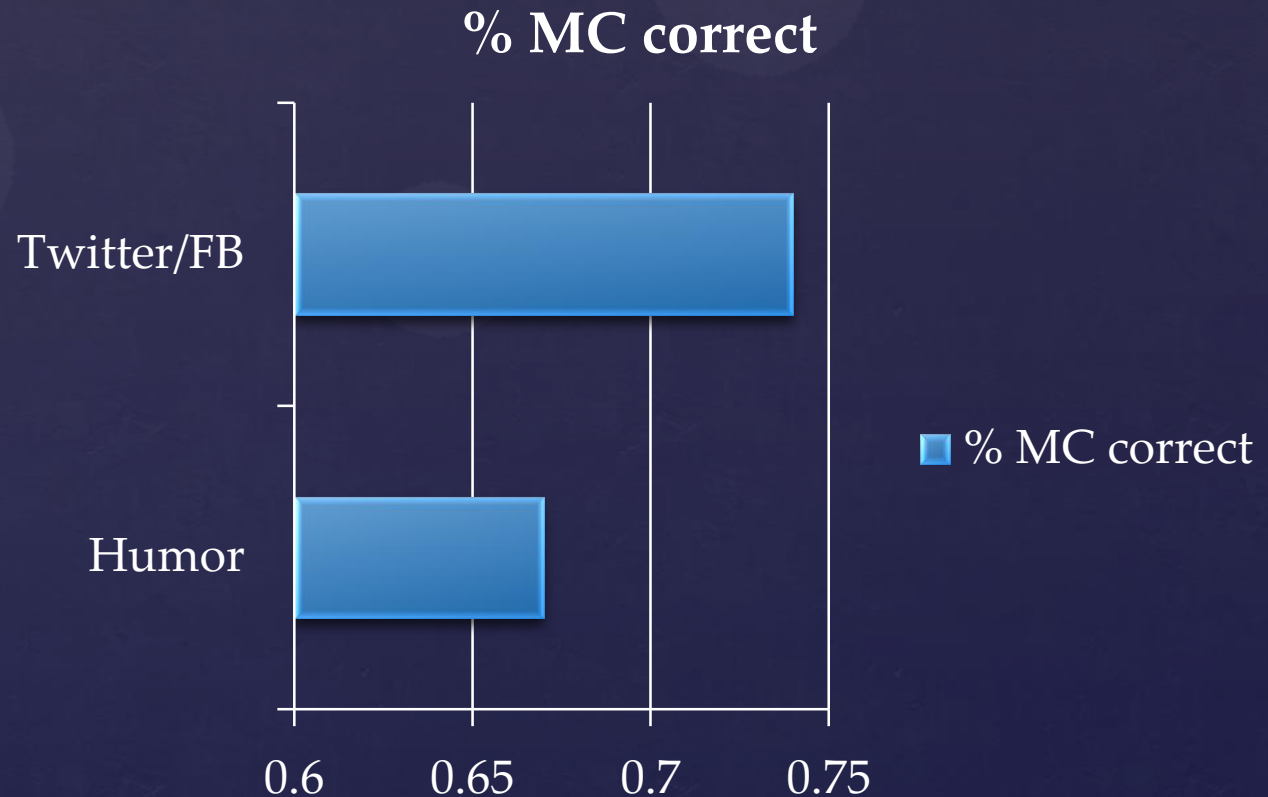
& Open ended recall

⌘ 33 % tweeted items remembered

⌘ 29 % humor items remembered

⌘ Low source recognition (n=19)

Results



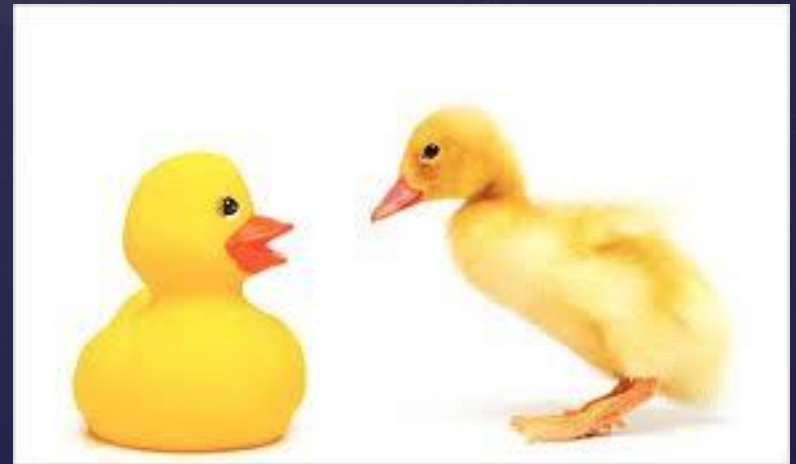
⌘ “Real or genuine” “True or Accurate”

⌘ Adopt technology in the classroom that

1. Resonates with you
2. Allows your students a “real” experience

⌘ Deliberate / intentional

Authenticity



Seven Ways to Integrate Social Media into the Classroom

Seven Suggestions for Successful Implementation

& Small Group Discussion:

- ⌘ Have you used SM in your classrooms?
- ⌘ What ideas discussed today might you use in your classroom? Which ones would you not use?
- ⌘ Could your idea become a SoTL study? If so, discuss how.

Generate ideas

- ⌘ Additional questions or Discussion?
- ⌘ Chapter & article copies available via email upon request
- ⌘ Dr. Bethany Fleck bfleck2@msudenver.edu
 - ⌘ SoTL Faculty Associate for The Center for Faculty Development

Thank you!