Social Media in Higher Education: a Proposed Model for Engaging Students into Effective Learning

Online Education
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Presentation Outlines:

1. Introduction:
   a. Goal of the study
   b. Methodology of the study
   c. The proposed model: an overview
2. Literature review
3. Findings of the research study
4. Conclusion

1. Introduction:

a. Goal of the study:

Investigating the impact of using a proposed model for the incorporation of S. M. into university instruction to support student's engagement into effective learning.

1. Introduction:
b. Methodology of the study:

- **A survey methodology** using self reported questionnaire was used to assess the impact of the proposed model on student engagement.

- **Subjects & sample:** thirty seven female graduate students at the College of Education, King Saud University, first semester 2013.
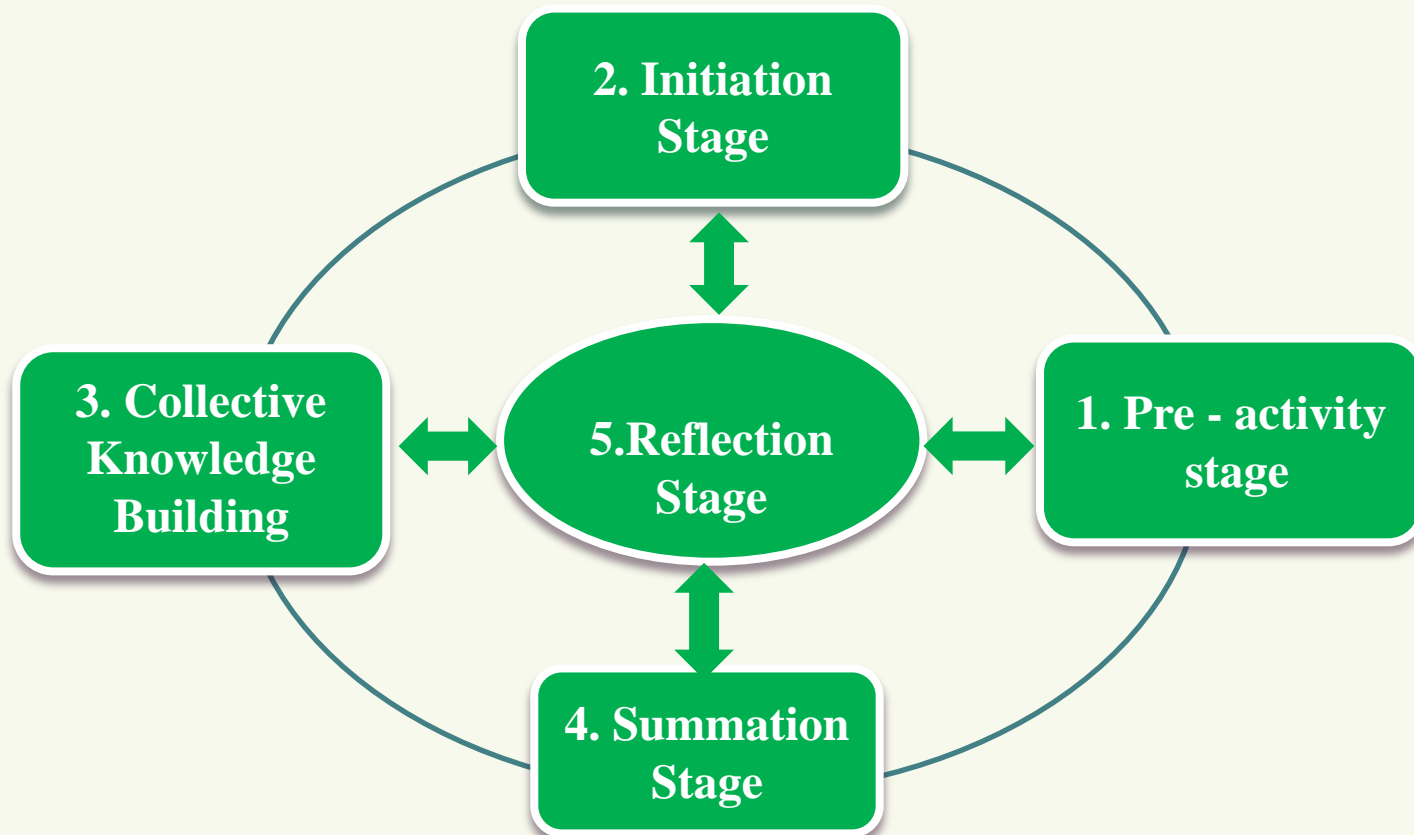
1. Introduction:
b. Methodology of the study:

▪**Criteria used in the present study to assess student engagement**

▪Cognitive Domain: Belief & Values
▪Behavioral Domain: Habits & Skills
▪Affective Doman: Motivation & Feeling

(Chapman, Elaine ,2003)

Introduction: C. The proposed model: an overview

A proposed model for incorporating social media into university instruction (Alsaleh, 2013)

Introduction: C. The proposed model: an overview

1. Pre-activity stage:

- Awareness of social media capabilities & advantages.
- Positive attitude toward the value & importance of social media.
- Belief in social media benefits for oneself and community.
- Embracing social media by the institution.
- Students and faculty skills related to the utilization of social media for teaching & learning purposes.
- Students motivation toward the use of S. M. learning environment.

Introduction: C. The proposed model: an overview

2. Initiation stage:

- Specification of learning goals and tasks.
- Forming group members.
- Assigning tasks and completion due dates.
- Control distribution between faculty and students.

Introduction: C. The proposed model: an overview

3. Collective knowledge building:

- Individual and participative research inquiry to specify required resources for problem solving.
- Acquiring required resources.
- Faculty scaffolding and feedback.
- Building harmony into group members contributions.
- Final formation of problem solution or project building.

Introduction: C. The proposed model: an overview

4. Summation Stage:
- Final problem solution or project reviewed, revised, and fine-tuned by group members.

5. Reflection Stage:
- Reflection is needed by learners across all previous stages.
- Emphasis in this final stage is on self, peer group & cost-effective evaluation.
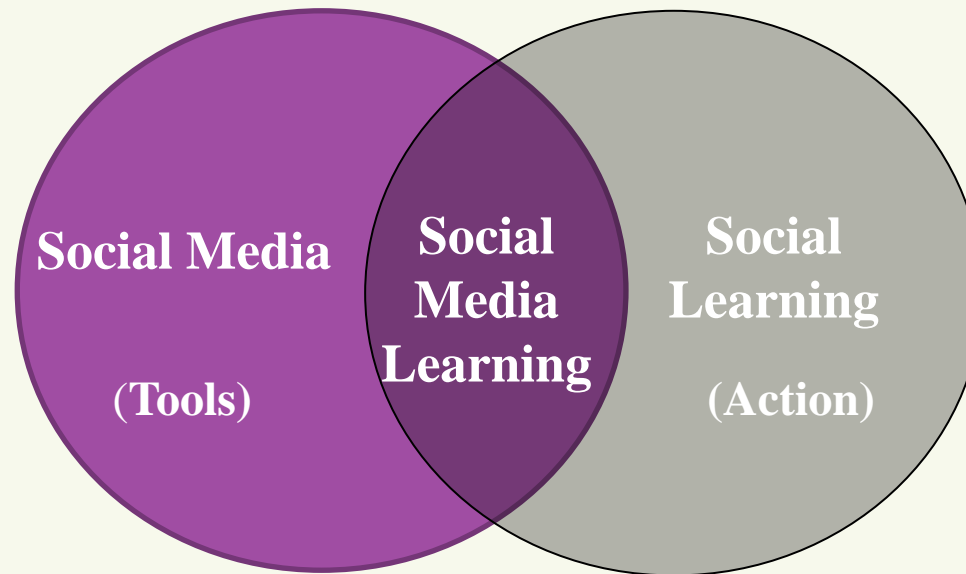
2. Literature review: the concept of S. M.:

"a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content.“

(Kaplan & Haenlein, 2010, p. 61)

2. Literature review: the concept of Social Media

Social Media

(Tools)

Social Media Learning

Social Learning

(Action)

**S. M. Learning: The Marriage Between S. M. (Tools) &
Social Learning (Action)**

(Cavazz, Frderic, 2008)

2. Literature review: why is student engagement important?

- Rethinking the purpose of education
- The world has changed
- The students have changed: engage me or enrage me
- Education system has not changed

Taylor & Parsons (2011), pp.28-35

2. Literature review: The multifaceted of student engagement :

- No agreement on what student engagement might be.
- Several types of engagement : academic, cognitive, intellectual, institutional, emotional, behavioral, social, & psychological.

(Taylor & Parsons, 2011) p. 3

2. Literature review: The multifaceted of student engagement

- **Student engagement : Two Definitions**

➢ Students willingness to participate in routine school activities (e.g. attending classes, submitting assignment, adhering to teachers directions).

➢ Cognitive, Behavioral, & Affective indicators of student engagement in specific learning tasks.

Nystrand & Gamoran, 1991, cited in: Taylor & Parsons, 2011, p. 18

2. Literature review: strategies to improve student engagement:

- **Interaction**
- **Exploration**
- **Relevancy**
- **Multimedia & Technology**
- **Engaging Pedagogy**
- **Assessment for Learning**

(Taylor & Parsons, 2011, pp. 7-23)

2. Literature review: advantages of using S. M. for training :

- Supporting Social & non-formal Learning
- Providing more opportunities for learning
- Providing ways to link experts in organizations
- Providing instant solutions for performance problems

(Bozarth, cited in: Lauby, 2012)

2. Literature review: The expanded role of the instructional designer:

- Managing Learning Communities
- Designing digital Content
- Facilitating Discussion Groups on the WEB
- Supporting Social Media for learning
- Supporting the diffusion & Adoption of Instructional Innovations

Shepherd, 2011, cited in: Malamed, 2012

2. Literature review: Benefits of Social Media:

▪Creating Networks of knowledgeable Individuals who make wise decisions across time & place to solve complex problems
▪Making learning faster & more expanded
▪Making innovations happens at a faster rate
▪Maintaining tacit knowledge & reuse it

(Bingham, cited in: Lauby, 2012)

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2. Literature review: Types of learning supported by S. M.:

- Intra-Organizational Learning
- Formal Structured Learning
- Group Directed Learning
- Personal Directed Learning
- Accidental Learning

(Center for Learning and Performance Technologies (CLPT) 2012)

2. Literature review: Patterns of S. M. use by faculty :

- Faculty personal use: (64%) monthly
- Faculty professional use: (45%) monthly (on the job but not for teaching
- Faculty teaching use: (33.8%) monthly
- Personal use: Facebook
- Professional use: LinkedIn
- Faculty teaching use: Blogs & Wikis

(Pearson, 2012)

2. Literature review: Patterns of S. M. use by faculty:

- Young faculty members use social media at rates much higher than the rates for older faculty.
- Faculty match different sites to their different needs.
- The use of social media among faculty is fluid and evolving.
- One area where adoption is almost universal is in the use of video for classes.

(Pearson, 2012)

2. Literature review: Theories underpinning S. M. integration into instruction:

Social Learning Theory

Connectivism

S M

Social Constructivism

Social Media supports the assumptions of these theories

2. Literature review: Theories underpinning S. M. integration into instruction:

Social Learning Theory

- Live Model
- Verbal Model
- Symbolic Model
- Social media support the verbal & symbolic Model.

(Clarck, Donald 2012)

2. Literature review: Theories underpinning S. M. integration into instruction:

Constructivism: Common Themes

- New knowledge is building upon the foundation of previous learning.
- Context shapes learners' knowledge development.
- Active learning
- language and other social tools is important in constructing knowledge.

(Anderson & Dron, 2011,p.5)

2. Literature review. Theories underpinning S. M. integration into instruction:

Constructivism: Nine Principles

- Meta-cognition and evaluation is a means to develop learners' capacity to assess their own learning
- Learning environment is learner-centered
- Multiple perspectives
- knowledge needing to be subject to social discussion, validation, and application in real world contexts

(Anderson & Dron, 2011, p. 5)

2. Literature review: Theories underpinning S. M. integration into instruction:

Principles of connectivism:

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known

(George Siemens, 2004, p.4)

2. Literature review: Theories underpinning S. M. integration into Instruction:

Principles of connectivism (George Siemens, 2004, p.4):

- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency is the intent of all connectivist learning activities.
- Decision-making is a learning process; the meaning of incoming information is seen through the lens of a shifting reality.

2. Literature review: S. M. usage in Saudi Arabia 92012): Facebook

(The Social Clinic.Com, 2012)

2. Literature review: S. M. in Saudi Arabia (2012): Twitter
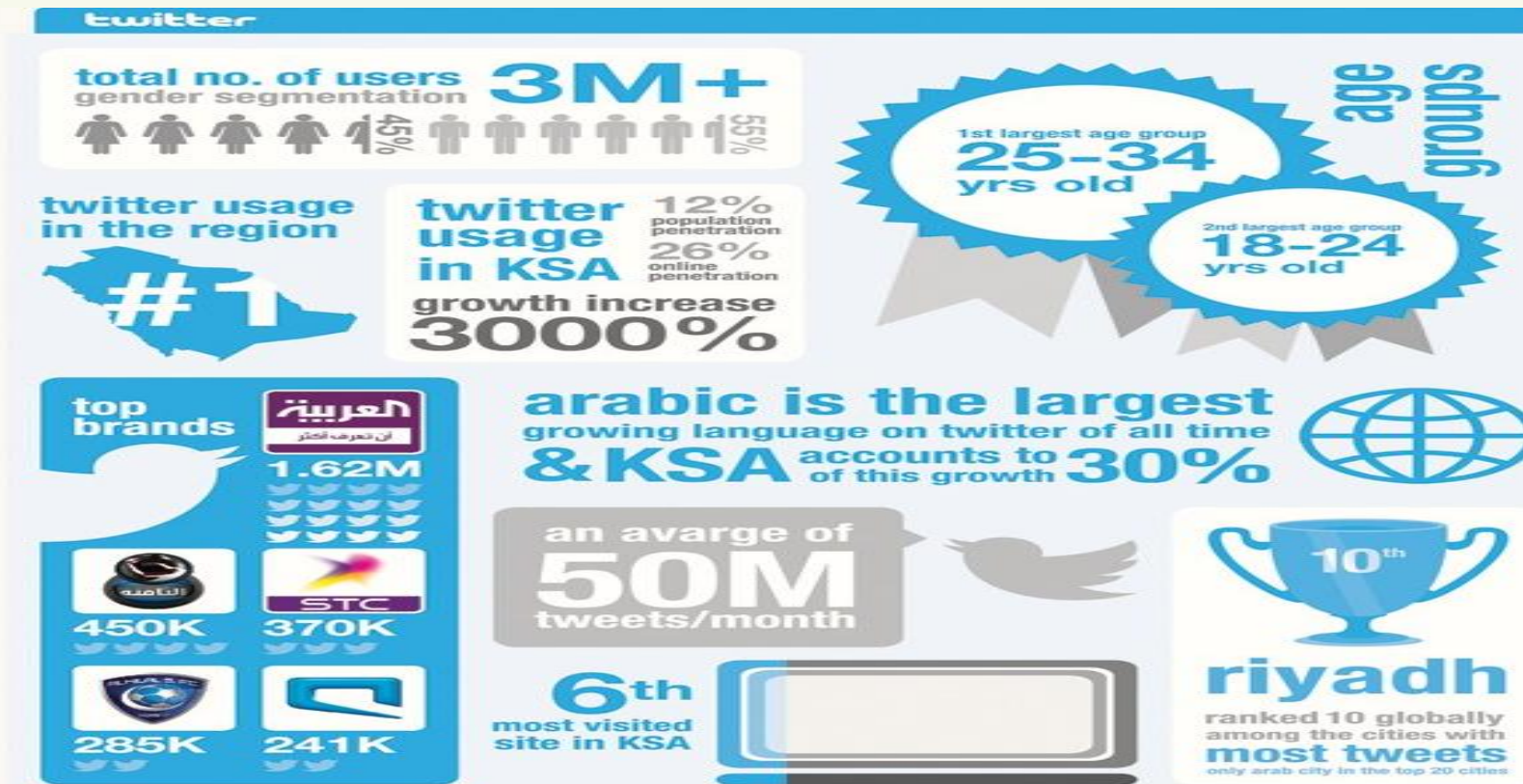
(The Social Clinic.Com, 2012)

2. Literature review S. M. in Saudi Arabia (2012):
LinkedIn

840K total no. of users

4% population penetration **9%** online penetration

age groups — 25-34 years old — 18-24 years old — other

66%

34%
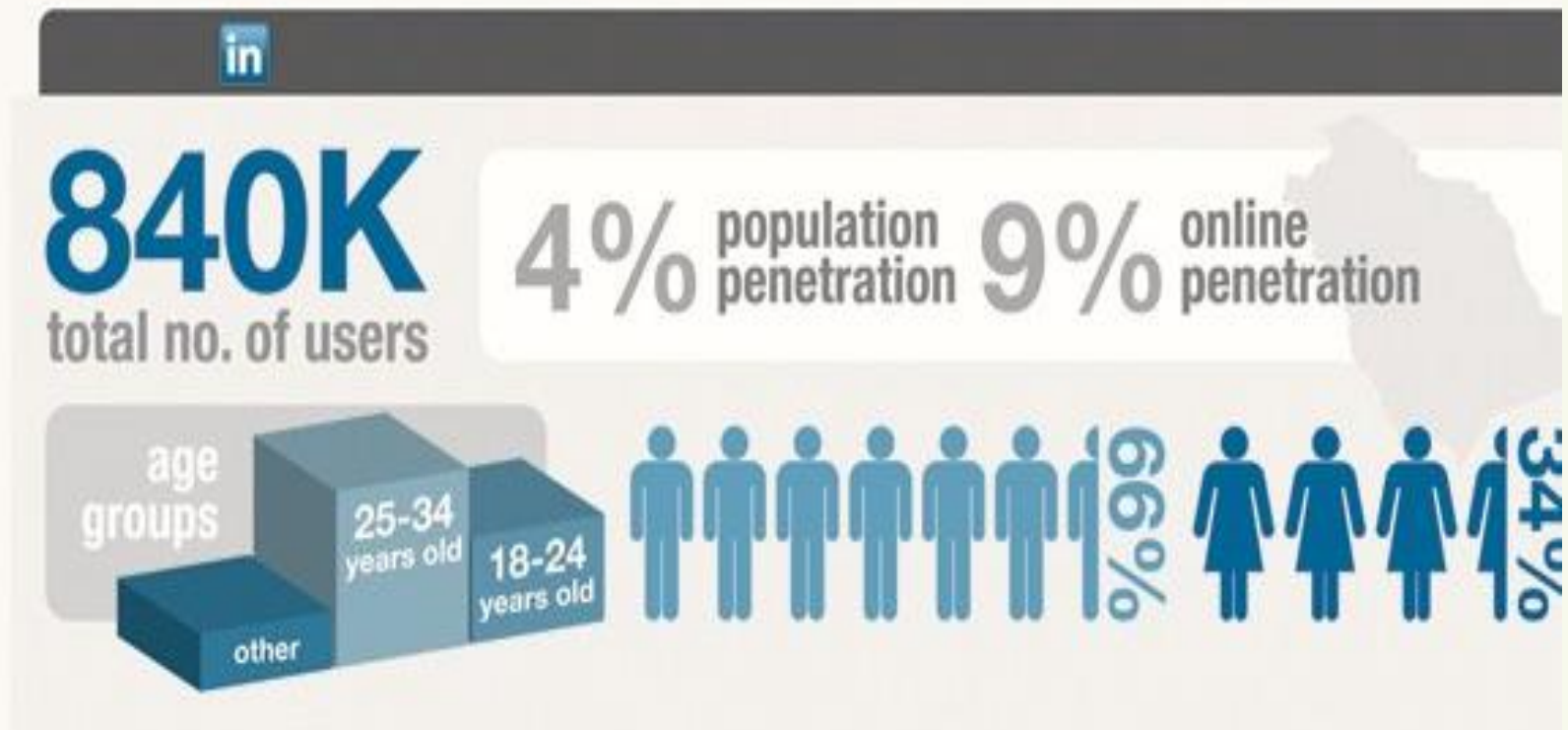
(The Social Clinic.Com, 2012)

2. Literature review: S. M. in Saudi Arabia (2012):
You Tube

You Tube

↗ **109%** viewership growth

#1 **90M** ▶ videos viewed per day

KSA has the highest viewership in the world

top channels

EshElly	Al Arabiya	KharabeeshCartoons	layekthanshow	3allayer
645,344 subscribers	172,902 subscribers	193,811 subscribers	369,481 subscribers	393,147 subscribers
126,064,540 video views	111,954,794 video views	54,935,774 video views	51,522,222 video views	38,886,849 video views

(The Social Clinic.Com, 2012)

2. Literature Review: Approaches to Assessing Student Engagement:

▪Quantitative data such as attendance, standardized test scores, and truancy or graduation rates.
▪Tracking levels of achievement (outcomes such as high scores, full attendance for the year) .
▪Measures have not focused on levels of student engagement in learning (interest, time on task, enjoyment in learning).
▪Applying qualitative criteria to measure engagement.

Taylor And Parsons, 2011, pp. 3,4

2. Literature Review: Approaches to Assessing Student Engagement:

▪SELF-REPORT MEASURES

▪CHECKLISTS AND RATING SCALES

▪DIRECT OBSERVATIONS WORK

▪SAMPLE ANALYSIS

▪FOCUSED CASE STUDIES

(Chapman, Elaine ,2003)

3. Findings of the study:

- Study sample characteristics:
- ➢ Study sample GPA
- ➢ Study sample social media membership
- Cognitive engagement: levels of attending
- Behavioral engagement: levels of responses
- Affective engagement: levels of interest
- Student evaluation of social media model

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▪Study sample characteristics: Study sample GPA

Students GPA
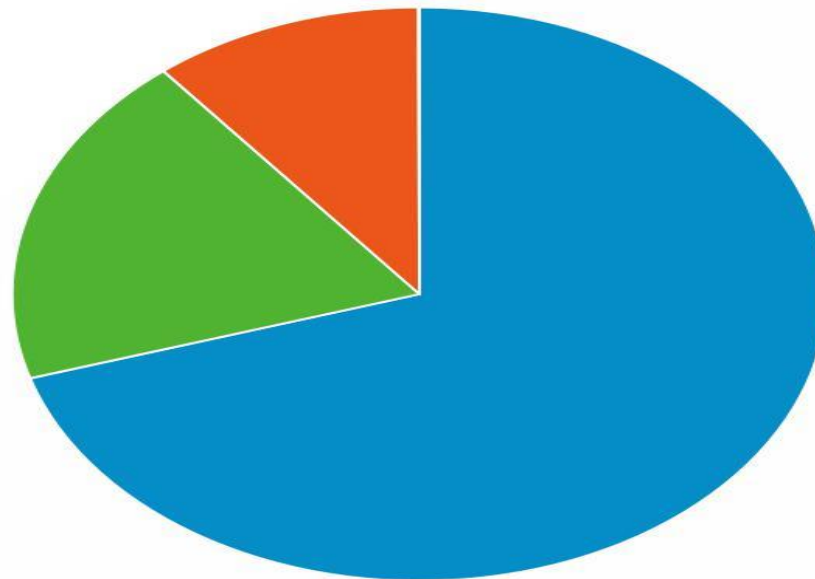
■ A+ (70.27%) ■ A- (18.92%) ■ B+ (10.81%) ■ B (0%) ■ C+ (0%) ■ C (0%)

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▪ Study sample characteristics: social media membership
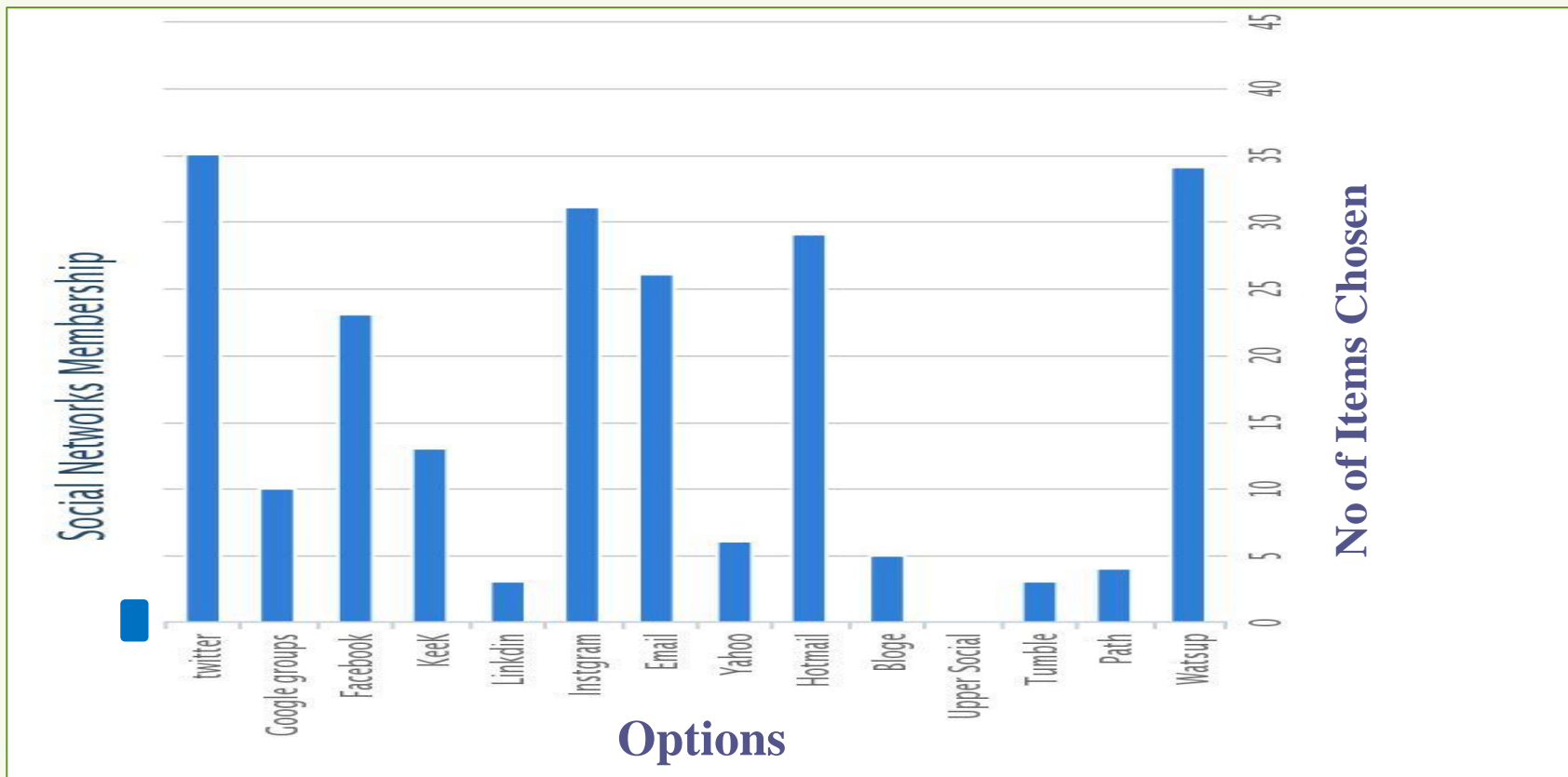
Cognitive engagement: levels of attending in this course:

Cognitive Criteria	1 Nothing	2 Weak	3 Average	4 Above Average	5 High	No	W.A.
Attention during class	0 (0.00%)	1 (2.70%)	3 (8.11%)	11 (29.73%)	22 (59.46%)	37	3.67 / 4
Effort to integrate new materials with previous knowledge	2 (5.41%)	2 (5.41%)	2 (5.41%)	12 (32.43%)	19 (51.35%)	37	3.33 / 4
Efforts to monitor and guide tasks comprehension through cognitive and meta-cognitive strategies	1 (2.70%)	1 (2.70%)	11 (29.73%)	11 (29.73%)	13 (35.14%)	37	3.33 / 4
Use of deep learning strategies	2 (5.41%)	0 (0.00%)	12 (32.43%)	12 (32.43%)	11 (29.73%)	37	3.31 / 4
Persistence to comprehend difficult materials	1 (2.70%)	3 (8.11%)	4 (10.81%)	7 (18.92%)	22 (59.46%)	37	3.13 / 4

▪ Cognitive engagement: levels of attending in this course:

Cognitive Criteria	1 Nothing	2 Weak	3 Average	4 Above Average	5 High	No	W.A.
I feel more confident using social media for learning	1 (2.70%)	1 (2.70%)	3 (8.11%)	9 (24.32%)	23 (62.16%)	37	3.43 / 4
The course procedures are clear and coherent	1 (2.70%)	3 (8.11%)	4 (10.81%)	11 (29.73%)	18 (48.65%)	37	3.32 / 4
Scaffolding & feedback were very helpful for course completion	0 (0.00%)	1 (2.70%)	3 (8.11%)	7 (18.92%)	26 (70.27%)	37	3.55 / 4
Revising final draft of the project improved its look & feel.	0 (0.00%)	1 (2.70%)	3 (8.11%)	11 (29.73%)	22 (59.46%)	37	3.67 / 4
Reflection on final project enhances next work	0 (0.00%)	1 (2.70%)	4 (10.81%)	12 (32.43%)	20 (54.05%)	37	3.65 / 4
							3.42 / 4

▪Behavioral engagement: levels of response in this course:

Behavioral Criteria	1 Nothing	2 Weak	3 Average	4 Above Average	5 High	Responses	Weighted Average
Asking relevant questions	1 (2.70%)	1 (2.70%)	8 (21.62%)	17 (45.95%)	10 (27.03%)	37	3.52 / 4
Participating in relevant discussions with teacher & or peers	0 (0.00%)	1 (2.70%)	5 (13.51%)	13 (35.14%)	18 (48.65%)	37	3.63 / 4
Solving tasks-related problems	1 (2.70%)	3 (8.11%)	4 (10.81%)	15 (40.54%)	14 (37.84%)	37	3.43 / 4
Making verbal responses within group discussion	0 (0.00%)	0 (0.00%)	4 (10.81%)	11 (29.73%)	22 (59.46%)	37	3.73 / 4
Engaging in group project work	2 (5.41%)	0 (0.00%)	2 (5.41%)	3 (8.11%)	30 (81.08%)	37	2.86 / 4

▪Behavioral engagement: levels of response in this course:

Behavioral Criteria	1 Nothing	2 Weak	3 Average	4 Above Average	5 High	Responses	Weighted Average
I am more informed about the skills needed to apply social media in learning	1 (2.70%)	0 (0.00%)	9 (24.32%)	13 (35.14%)	14 (37.84%)	37	3.48 / 4
Fair & clear distribution of course requirements among group members were very helpful for tasks completion	2 (5.41%)	0 (0.00%)	2 (5.41%)	6 (16.22%)	27 (72.97%)	37	3.20 / 4
Group work encouraged me to actively participate in learning tasks	3 (8.11%)	0 (0.00%)	2 (5.41%)	7 (18.92%)	25 (67.57%)	37	3.08 / 4
I feel more confident carrying out project revision	2 (5.41%)	0 (0.00%)	3 (8.11%)	8 (21.62%)	24 (64.86%)	37	3.31 / 4
I can know apply self, peer & group evaluation. (	1 (2.70%)	1 (2.70%)	6 (16.22%)	8 (21.62%)	21 (56.76%)	37	3.31 / 4
							3.42 / 4

▪ Affective engagement: levels of interest in this course:

Affective Criteria	1 Nothing	2 Weak	3 Average	4 Above Average	5 High	Responses	Weighted Average
Interest in course teaching/learning strategies	1 (2.70%)	1 (2.70%)	5 (13.51%)	17 (45.95%)	13 (35.14%)	37	3.58 / 4
Desire to know more about course related topics	1 (2.70%)	1 (2.70%)	4 (10.81%)	11 (29.73%)	20 (54.05%)	37	3.47 / 4
Like to work on a more versus less challenging tasks	2 (5.41%)	4 (10.81%)	5 (13.51%)	12 (32.43%)	14 (37.84%)	37	3.17 / 4
Felt excited in the beginning of the course	2 (5.41%)	3 (8.11%)	4 (10.81%)	12 (32.43%)	16 (43.24%)	37	3.24 / 4
Felt excited in working on new tasks	3 (8.11%)	3 (8.11%)	3 (8.11%)	10 (27.03%)	18 (48.65%)	37	3.05 / 4

Affective engagement: levels of interest in this course:

Affective Criteria	1 None	2 Weak	3 Average	4 Above Average	5 High	Responses	W. A.
I like to study other courses using social media tools	2 (5.41%)	1 (2.70%)	4 (10.81%)	9 (24.32%)	21 (56.76%)	37	3.25 / 4
Felt excited working in group Project using social media to organize and collaborate group work	5 (13.51%)	0 (0.00%)	4 (10.81%)	7 (18.92%)	21 (56.76%)	37	2.81 / 4
Felt excited participating in group presentation	5 (13.51%)	0 (0.00%)	3 (8.11%)	5 (13.51%)	24 (64.86%)	37	2.62 / 4
Felt excited making final touch on the final project	2 (5.41%)	0 (0.00%)	2 (5.41%)	11 (29.73%)	22 (59.46%)	37	3.47 / 4
I think that peer & group evaluation is as beneficial as self-evaluation	2 (5.41%)	2 (5.41%)	3 (8.11%)	9 (24.32%)	21 (56.76%)	37	3.19 / 4
							3.21 / 4

▪Students evaluation of social media model

Evaluate Social Network Model
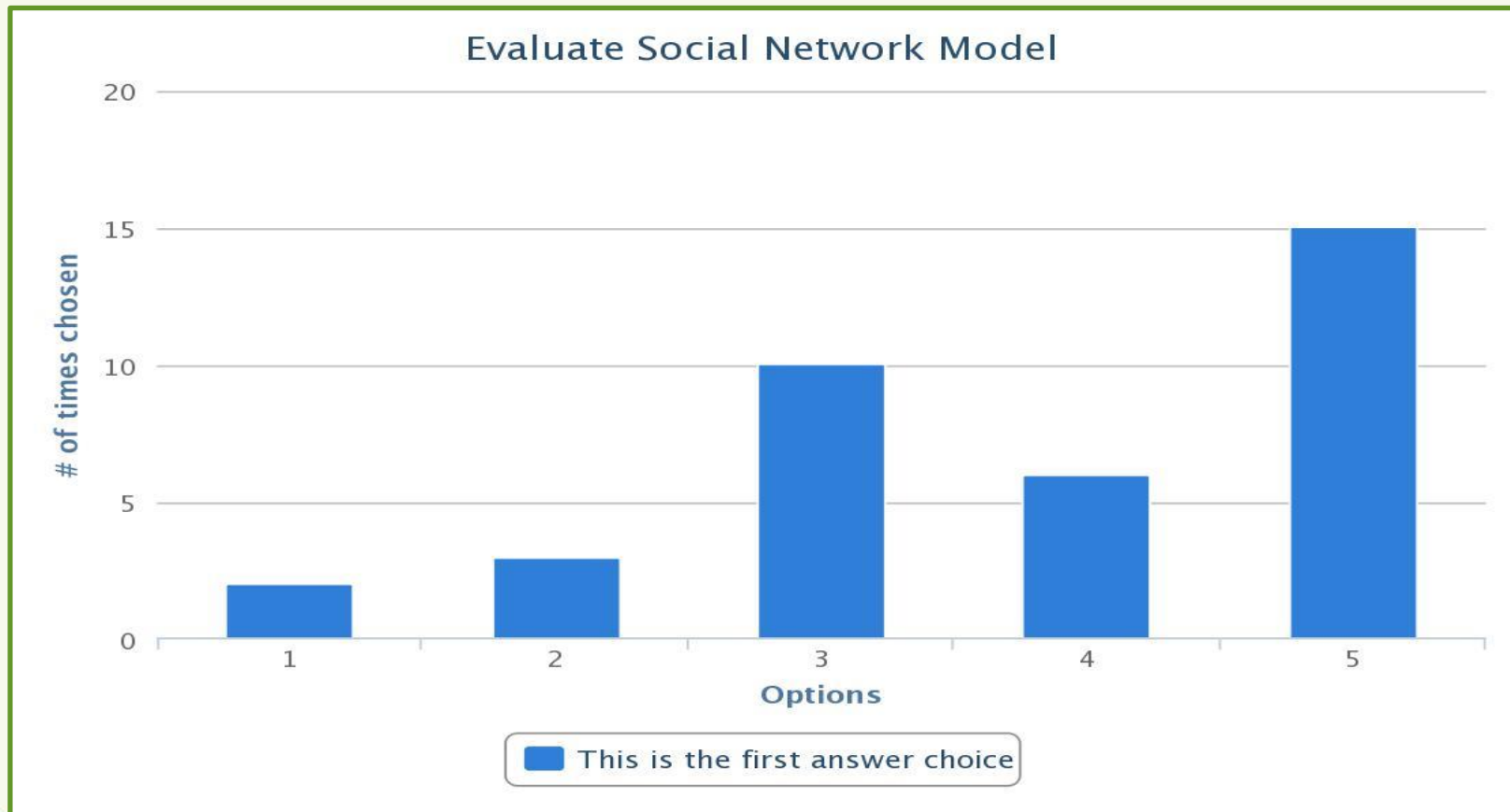
4. Conclusion

1. The study subjects enjoyed the learning activities and were actively engaged in those activities using social media.
2. Based on the results of this study, literature review and the fact that social media utilization in learning environments is relatively new, we belief that:
A. Social Media can play an important role to support the provision of more interesting, engaged, and effective learning experiences for university students.
B. There is a need for more research in this area that addresses the multifaceted of the integration of social media into university teaching and learning.

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Thank you for attending our presentation