Educating with Social Media

Policy & Practice in British Columbia

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The Road Map

• Background
• 2 Studies, 1 Paper
• Results
• Conclusions, Directions

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Social Media
Our Working Definition:

*social media* (soʊˈʃɛl məˈdiə) n.
software and web-based technologies that facilitate interactive dialogues and connectivity using the capabilities of Web 2.0 technology that allow for the creation and exchange of user generated content (Kaplan & Haenlein, 2010)

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Social Media Use Rising

Daily Use of Social Media Sites

- 33% US College Students 2006*
- 50% US College Students 2007*
- 70% US College Students 2009**
- 19% Canadians 2010
- 35% Canadians 2011

*Educause, ECAR Study of Undergraduate Students & Information Technology (2008)
**Smith, Salaway, Borreson, & Katz (2009)
***Ipsos Reid (2011)

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Student Use: 11-16 Yrs

Social Media Use
UK 11-16 Year Olds (2009)

Social Media Users
79%

Clark, Logan, Luckin, Mee & Oliver (2009)

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38% Kids on Facebook <12
Survey of 1000 Parents of Children on Facebook (4/2012)

MinorMonitor (2012)

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Educator Use: US 2009

Joiners more active online

*edWeb.net et al.*

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Theoretical Perspective: Complexity Thinking

(Davis & Sumara, 2006)

- Learning is a process of adaptations
- Teaching is about creating conditions for emergence and opening the space of possibilities
- Transdisciplinary perspective in education research
2 Studies = 2 Social Media Lenses

1) Secondary & post-secondary student use of social media for science learning (student study-Moll)

2) Effects of professional development re. social media on educators in a district (case study-Hengstler)
The Student Study (Moll)
What social media resources do secondary and post-secondary students draw on as they learn science? How and Why?

Moll & Hengstler, 2012
Student Study (Moll)
Physics Focus Groups

• secondary students
  (groups=5; n=24)
• first year post-secondary students
  (groups=2; n=7)
• upper year post-secondary students
  (groups=2; n=3)

Moll & Hengstler, 2012
Student Study (Moll) Results: 3 Main Themes

- Use of social media tools
- Personalized physics learning
- Teachers and social media use

Moll & Hengstler, 2012
# Students' Social Media Use

<table>
<thead>
<tr>
<th>Technology</th>
<th>Code Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>54</td>
</tr>
<tr>
<td>Videos (i.e., Youtube)</td>
<td>38</td>
</tr>
<tr>
<td>Online forums (i.e., Yahoo Answers)</td>
<td>34</td>
</tr>
<tr>
<td>Google</td>
<td>27</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>15</td>
</tr>
</tbody>
</table>

Moll & Hengstler, 2012
Social Media Tools Used

- Students used FB, text, and online chat clients more than email
Social Media Use: High School v. Post Secondary Students

- used online discussion forums—but in different ways.

Moll & Hengstler, 2012
It [the Internet] makes the topic more interesting. If I were to be going off of the Physics I learned from HS, I probably wouldn't do physics at all [at university]. But the university stuff [and] the Internet is much more interesting.
Teachers' Social Media Use

Students in all age groups agreed that their teachers did not frequently use social media as teaching tools.
The Case Study (Hengstler)
Case Study (Hengstler)

- Small rural district
- 6 schools, 519 enrolled
- Teachers: approx. 40
- Administrators: approx. 6

- Summer 2011 hired to provide pro-d to administrators (policy) & all faculty

Moll & Hengstler, 2012
Case Study (Hengstler)

Research Question

How does consultation between post-secondary researchers and K-12 districts impact the development of social media policy and practice?

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Case Study (Hengstler)
Methods: Survey

- FluidSurveys
- 6 mo post session
- retrospective
- Kirkpatrick & Kirkpatrick's (2006) Four Level Model
  - Response rate: n=11; 27% staff

Moll & Hengstler, 2012
The professional development provided positively influenced professional awareness, knowledge, behaviour, practice & policies with social media at the personal/professional, school & district levels.
Case Study (Hengstler)
Raised Awareness

- digital footprints
- social media & Web 2.0
- potential professional issues
Case Study (Hengstler)
Knowledge & Beliefs Post Session

- knowledge:
  - managing digital footprints issues that can arise for schools & students re. social media

- beliefs:
  - teacher practices in/out class can form student behaviour w/ social media
  - school & district need to directly address it in policies & procedures

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Case Study (Hengstler)
Individual Behaviour

60% reported developing positive digital footprints

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Case Study (Hengstler)

Behaviour/Organization

55% reported developing school policy/practices

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"Several teachers in one of my schools have been teaching social media/dig[ital.] footprint in their Planning/HCE classes--this was a school wide decision by our staff."

"A district committee has been struck"

"[I] presented to school board to help form committee to develop policy"
100% agreed that similar developmentally appropriate sessions should be provided to
- students
- parents/guardians

re. educator training value
- 91% pre-service teachers
- 82% in-service
- 73% for administrators

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Conclusions

- Teaching & learning require support for
  - social media use
  - shifting traditional models
- Professional development model studied was effective

Moll & Hengstler, 2012
Conclusions

- Social media can
  - create personalized learning spaces
  - be used to improve communication between students and teachers

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Future: Student Study

- International collaborative study (2 years)
- Teacher focus groups
- Develop survey for post-sec 1st year students (Year I)
- Identify case studies- effective social media use in science learning contexts (Year II)

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Future: Case Study

• Continue to build on post-sec/SD partnerships re. social media pro-d
• Follow SD 10 progress
• Develop parent/guardian content
• Examine teachers' perceived spheres of participation impact on behaviours
• Funding to bring social media pro-d to provincial schools/districts
• Develop networks for pro-social media policy creation in province & to examine emerging models

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Thank you for your attention. Combined paper available in the proceedings. Presentation will be shared on Google Docs--check @rfmoll or @jhengstler.

Questions or Comments?
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