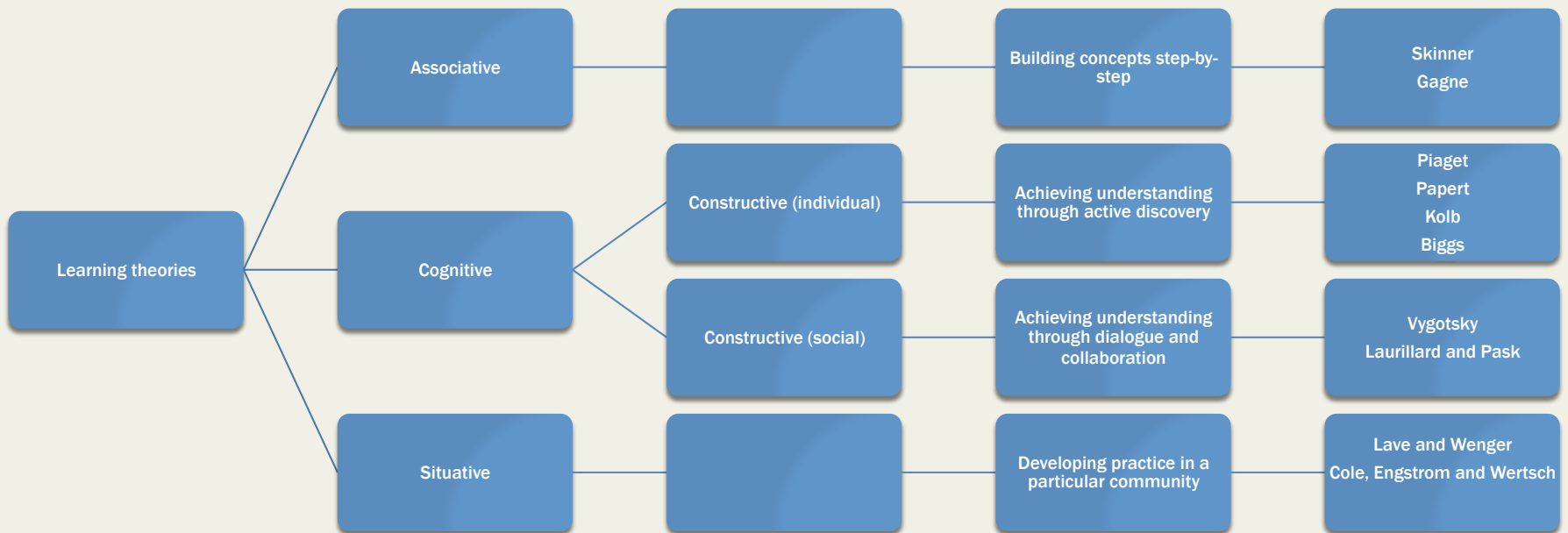


THE PEDAGOGY BEHIND USING SOCIAL MEDIA

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FAMILY TREE OF PEDAGOGIC APPROACHES



Beetham, H and Sharpe, R (eds) 2013 Rethinking Pedagogy for a Digital Age (2nd Edition) London: Routledge Appendix 1

Social development theory

- Strong emphasis on the social impetus for learning
- Humans use tools such as writing to mediate social environments – initially students develop these tools for their social needs but they can then become learning tools
- His key contributions: Social interaction; the More Knowledgeable Other (MKO); the Zone of Proximal Development
- Social media is used by students for their social needs, and so could become a learning tool, with interaction with fellow users including MKOs a key part of this.
- L. Vygotsky, *Mind in society: the development of the higher psychological processes* (Cambridge, MA: Harvard University Press, 1978).

LEV
VYGOTSKY



TWO AREAS OF RESEARCH IN SOCIAL MEDIA

- Using Facebook in HE learning
- Learning through online collaboration

- http://commons.wikimedia.org/wiki/File:Socmed_-_Flickr_-_USDAgov.jpg

USING FACEBOOK IN HE LEARNING

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THE POTENTIAL OF USING SOCIAL MEDIA

Social media such as Facebook:

- is used by students all the time
- is a very familiar technology
- is a key way that students join and feel part of various communities

While various platforms have been used, Facebook is the main social media tool that has been researched



USING FACEBOOK – RESEARCH RESULTS

Strengths

- Accessibility
- Pushes information to students, encourages fast communication
- Students generate and own the content
- Adds academic interests to student online identity
- Supports fast formation of communities, thus aiding student engagement and retention

Weaknesses

- Little evidence for any successful higher level learning activities

In conclusion

- Best for student-led communication and discussion

USING FACEBOOK - EXAMPLES

- For introducing groups of students to each other
- For students to organise other activities such as group meetings
- For feeding subject-based news to students e.g.



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LEARNING THROUGH ONLINE COLLABORATION

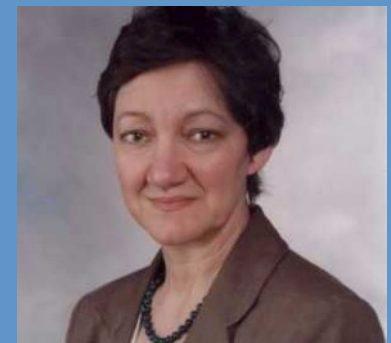
- Laurillard defined the **Conversational Framework**, developed in response to the use of new technologies in learning which represent:

“the different kinds of roles played by teachers and learners in terms of the requirements derived from conceptual learning, experiential learning, social constructivism, constructionism, and collaborative learning”. 2012 p. 93

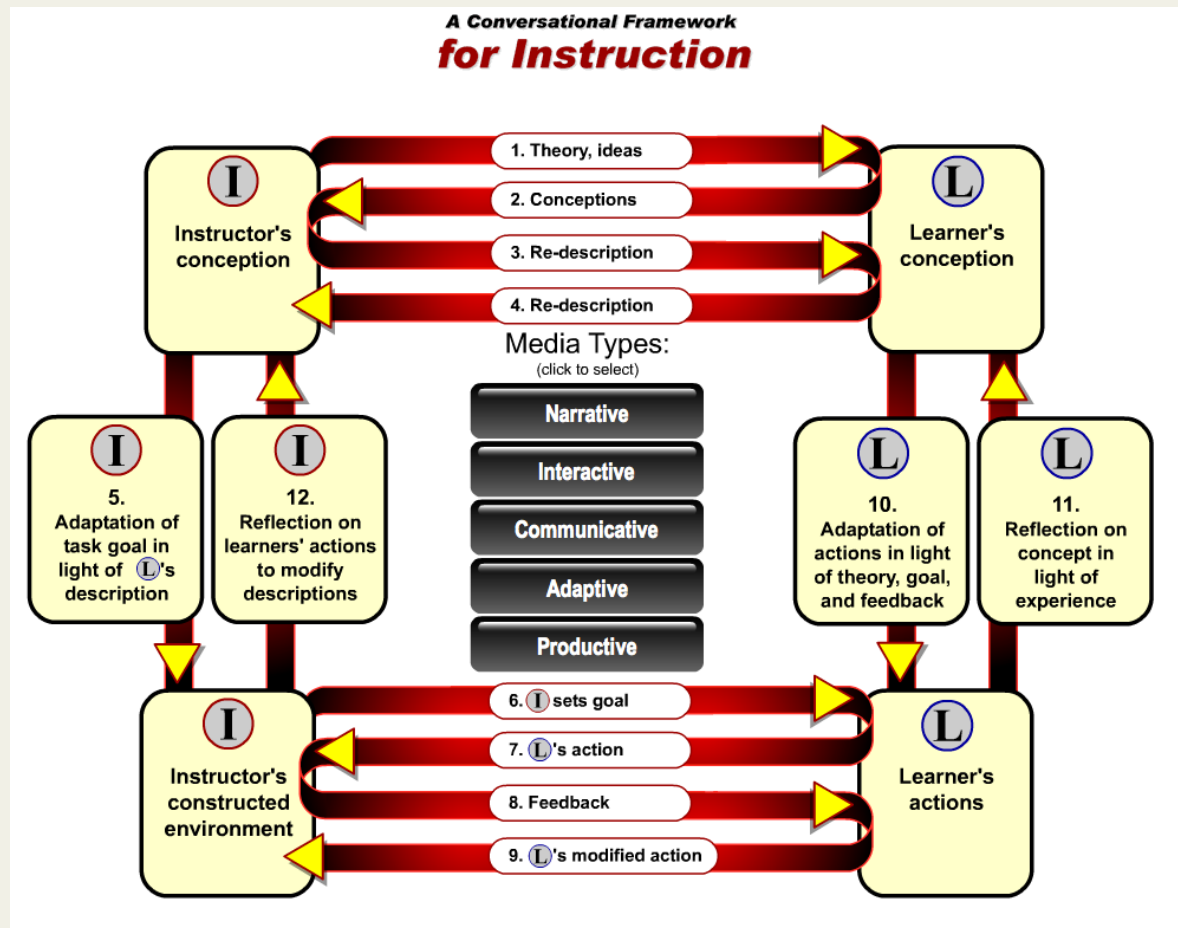
- Laurillard, Diana 2012 *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology* London: Routledge
- Laurillard, Diana 1993 *Rethinking University Teaching: a framework for the effective use of educational technology*. London: Routledge
- Particularly useful on reflection and metacognition, and learning through discussion and collaboration

CONVERSATIONAL
THEORY

Diana
Laurillard



CONVERSATIONAL FRAMEWORK



YouTube video explanation: <https://www.youtube.com/watch?v=6eOPWy75Aog>

ONLINE COLLABORATION IN WIKIS, BLOGS, DISCUSSION BOARDS

Strengths of these tools:

- They allow asynchronous learning, giving time for students to prepare contributions i.e. good for non-native speakers
- They are accessible from anywhere with an internet connection
- They can be easily monitored by facilitator
- All interaction is recorded and kept, and can be analysed
- The tools are often built into VLEs

Weaknesses:

- Students have to be carefully prepared before the task and supported during it to make the most of the learning opportunity.

ISSUES IN ONLINE COLLABORATIVE LEARNING

- Think about the differences between discussion, co-operation and collaboration (Laurillard 2012). True collaboration is a high-level learning task and requires a lot of support and monitoring.
- Students will more readily present facts, statements and reflections, rather than open questions, or comments that appear to criticize others, or comments to push discussion along.

RESULTS OF THE RESEARCH

- Be clear about purpose of exercise, and if assessed, what the assessment criteria are, giving examples. Monitor, and intervene, where needed.
- Scaffold learning using ‘collaboration scripts’ which are instructions on how to work collaboratively, e.g. “write a response to two of the posts, finding one positive point and one thing to modify for each”.
- Get students to tag their contributions as e.g. statements, arguments, questions that need a response, to encourage meta-cognition.
- Make roles explicit or give students roles e.g. leader (moves discussion on), technic (suggests links to be made, reorganisation of discussion threads), timekeeper (sets timeline and makes sure it’s kept to), lurker (mostly observes, but then gives overview)

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IN CONCLUSION

- Consider how to encourage online communities by making clear what language, habits and practices are appropriate
- Think about the amount of control you need to have within the learning environment.
- For more control use platforms within the VLE or supported by the University, or with huge, stable user bases.
- For more low stakes activities such as formative assessments which students can monitor themselves such as communication or curation, you can be more experimental.