Using Social Media to Engage Students in Technology-enhanced Learning Environments

Danny Glick, PhD

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Presenter

• Lecturer at MOFET’s International Academy

• Pedagogical Implementation Director at Edusoft, a subsidiary of ETS

• Research Fellow at the University of California, Irvine’s Digital Learning Lab

• Editor of “Early Warning Systems and Targeted Interventions for Student Success in Online Courses”

• PhD in Learning Technologies
Session Aims

1. Discuss the benefits of using Social Media in online and blended learning environments

2. Discuss how Social Media can facilitate learning

3. Experience and analyze mini social media-enhanced activities

4. Discuss the role of the teacher in technology-enhanced learning environments
Which social media tools are you using for teaching and learning?

a) YouTube
b) Facebook
c) Twitter or Instagram
d) Blogs or Wikis
e) None
Benefits for Teachers and Students

Give as many reasons as possible why it is a good idea to use social media from a teacher’s and a student’s perspective.
Benefits for Teachers and Students

- Promotes research-based learning
- Develops students’ higher-order thinking skills
- Promotes collaborative learning
- Facilitates communication and increases engagement
- Communicate with experts in relevant fields
- Promotes student autonomy
- Attitude towards learning is improved
Introducing... Twitter

What’s Twitter?

- Twitter is a micro-blogging tool

With Twitter, teachers can...

- Notify learners about assignments and due dates
- Post supplementary material
- Facilitate discussion

With Twitter, learners can...

- Ask and answer questions
- Share information
- Make comments about course topics
Best Practices in Education: Twitter

We are going to watch a video about best practices in Twitter: http://bit.ly/1CpvnY3
(01:49 – 05:44)

While watching, note down ways in which Twitter facilitates communication and increases engagement.
How Twitter Facilitates Communication

- Encourage students to ask questions about the course.
- Share relevant material such as blog posts, articles, photos and videos.
- Use Twitter as a forum to discuss class assignments
- Communicate with experts in relevant fields
- Create a list of scholars in relevant fields for students to follow
- Use Twitter to remind students of assignment deadlines
Making Twistory
(How to Use Twitter to Promote Creative Learning*)

1. Identify a historical figure who you would like to use with your learners (e.g. Benjamin Franklin @BenFranklin). The historical figure should link to a topic you already teach (e.g. US History).

2. Prepare a list of questions that you would ask that historical figure.

3. Alternatively, students can tweet as a historical character.

*Source: Steve Wheeler’s Blog
Making Twistory

Benjamin Franklin
@benfranklin

I have sometimes wish’d it had been my destiny to have been born two or three centuries hence.

Joined May 2007

Tweet to Benjamin Franklin

(3) And so I conclude she has lost them forever.

(2) one opportunity more of recovering the friendship of the colonies, which however I think she has not sense enough to embrace.
Making Twistory

Benjamin Franklin
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Tweets

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Making Twistory
(How to Use Twitter to Promote Creative Learning)

This is a great activity for the study of history (historical figure), language and literature (authors), science and technology (inventors), geography (explorers), etc.

- Thomas Edison (Science)
- Marco Polo (geography)
- Picasso (art)
How **YouTube** Facilitates Learning: Examples from the Field

- Flipping the classroom
How YouTube Facilitates Learning: Traditional Model vs. Flipped Model

Traditional Model

Students read over materials

Students listen to a lecture

Students attempt the homework.
How YouTube Facilitates Learning: Traditional Model vs. Flipped Model

Flipped Model

Students practice applying key concepts with feedback.

Students check understanding and extend learning to more complex tasks.
How YouTube Facilitates Learning: Flipped Model

Homework

• Watching short instructional videos
• Taking notes on content
• Coming to school with questions

Classwork

• Address questions
• Application/integration
• Exercises, projects, and discussions
• Extend learning to more complex tasks
How YouTube Facilitates Learning: Flipped Model

**Homework:**
- Watching a short video
- Taking notes on content
- Khan Academy: Blood Cells

**Classwork:**
- Check understanding
- Address questions
- Extend learning to more complex tasks
Benefits of Flipped Learning for Teachers and Students

What are the benefits of Flipped Learning for teachers and students?

What are the benefits of watching short YouTube videos at home, and coming to school with questions?
A flipped model enables:

- Student access to tools and technologies
- Empowering: gives students control over own learning
- More student-centred learning
- Student collaboration with peers
- Student engagement in rigorous content
- Student involvement
How YouTube Facilitates Learning: Examples from the Field

- Flipping the classroom
- Video bank of lessons
- Too many kids in class – The YouTube solution: Station Rotation Model
- Children as teachers
- Green Screen Effect – Making it real
How YouTube Facilitates Learning: Examples from the Field

• Connecting to other students
• Key/Web Pals
• Introduction of families for long distance Key Pals
Introducing... Wikis

What’s Wiki?

- A Wiki is a type of content management system which allows users to add, modify, or delete content in collaboration with others.
- The content is created without any defined owner.

With Wikis, learners can...

- Collaboratively create and publish articles and summary pages
- Create and share links and presentations
- Post assignments for peer assessment
Grade 8 Chemistry: Acids and Bases

Learning objectives:

1. Identify the differences between acids and bases
2. Identify common acids and bases
3. Match pH numbers with commonly found acids and bases
4. Promote communication and collaboration

How could you assess learners on this topic using social media?
Lesson Flow

Prepare
Pre Wiki task

Wiki Task

Review & Assess
Post Wiki task
Procedure before the activity

1. **Divide** learners into groups of 4.
2. **Assign each learner with a role** e.g. designer, content researcher, writer and proof-reader.
3. Ensure learners **understand what their role entails** e.g. designing the layout of the wiki, compiling class notes to fulfil the task objectives etc.
4. Instruct the learner in the role of designer to visit [http://bit.ly/1Dneayl](http://bit.ly/1Dneayl) to sign up and create the wiki. The site will guide them through a series of steps to set up their wiki.

*Questions can be answered via Twitter.*
How the Wiki looks...

Welcome to the Acids and Bases Wiki

This wiki will explain the key differences between acids and bases.

Describe your topic

Write a description about your topic. Let your readers know what your topic is about and add some general information about it.

Latest activity
Procedure during the activity

1. Now the wiki has been set up, learners can add information by clicking on the Edit button on the home page of the wiki.

2. Set clear learning objectives and outcomes for the activity, and make sure learners know what they will be assessed on using an assessment rubric.

3. Learners may communicate with each other using social media tools. They may also be encouraged to contact domain experts for further information and advice.

*Social media tools which could be used: Twitter (public or private messages), Facebook (groups or private messaging), blogs.*
Procedure after the activity

Encourage learners to reflect on their learning. This can be through tweeting self-reflective comments or writing a short blog entry:

- What did you enjoy most about the activity?
- What did you enjoy least about the activity?
- How well did your group work together?
- What would you do differently next time?

You may choose to use the self-reflection as part of the learners’ grade and/or student e-portfolio.
Sample Rubric for Assessing the Wiki

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of subject matter</td>
<td>Learners show exceptional understanding of the differences between acids and bases.</td>
<td>Learners show solid understanding of the differences between acids and bases.</td>
<td>Learners show some understanding of the differences between acids and bases.</td>
<td>Learners show little or no understanding of the differences between acids and bases.</td>
</tr>
<tr>
<td>Content</td>
<td>The content of the wiki was relevant, no content was plagiarized, and it fulfilled the lesson objectives.</td>
<td>The content of the wiki was relevant, most was not plagiarized, and it fulfilled the lesson objectives.</td>
<td>The content of the wiki was generally relevant although much was plagiarized. The content mostly fulfilled the lesson objectives.</td>
<td>The content of the wiki was either not relevant or fully plagiarized.</td>
</tr>
<tr>
<td>Communication and collaboration</td>
<td>The group worked well together and communicated frequently via a range of social media tools.</td>
<td>The group worked well together and communicated via social media when necessary.</td>
<td>The learners worked as a group at times although little communication via social media took place.</td>
<td>Learners did not collaborate effectively as a group and there was little or no communication via social media tools</td>
</tr>
</tbody>
</table>
How Edmodo Facilitates Learning: Examples from the Field

• Edmodo is a great LMS
• Brings together all parts of the triangle: Student, Teacher and Parent
• User Friendly
• Full collaboration with Google Apps
• Easy to use.
• Has a “Facebook” feel to it (Important for the young learners)
• Teacher controlled. Can be monitored by selective students
• Assignments are issued, online participation and online notation
• Interactive quizzes and polls built in
How Edmodo Facilitates Learning: Examples from the Field

• 1) Classroom Use

Mitchell Nguyen posted to World History
Jun 14 · 4:57 PM · 🇺🇸

Hey Ms. Adams, thanks so much for all your help! 😊

3 Likes
1 Comment

Ms. Adams
You’re very welcome Mitchell, you’re showing great progress!
Jun 14, 2019, 4:57 PM

4 Likes · Reply · Jun 14, 2019, 4:57 PM

Write a comment...
How Edmodo Facilitates Learning: Examples from the Field

- 2) Study Planner
How Edmodo Facilitates Learning: Examples from the Field

• 3) Automatic updates in real time
Can Twitter be used to enhance the process of learning? What Research Shows

1. The use of Twitter for teaching was considered.
2. 252 undergraduate students were encouraged to use Twitter for communicating with their tutor and each other during a 12-week course.
3. Their involvement was evaluated using a survey considering amount of Twitter usage and students' attitudes and experiences.
Summary of Main Findings

1. There is a strong correlation (r=.55, p<.005) between Twitter usage and student engagement in course-related activities (e.g. sharing information and thoughts).

2. Twitter was well received. The vast majority of students (59%) would like to see its use extended.

3. Using Twitter does not make students less likely to attend lectures.
Overview of Dr. Glick’s Social Media in Education Course
Course Overview

• The course consists of **five units**.

• Each unit will be taught over a **two-to three-week period**.

• **Independent Assignments** around course readings, YouTube videos and PowerPoint Presentations are combined with **collaborative tasks** and interaction with fellow participants via **forums** and **social media tools**.

• **Two sessions**, one near the beginning and one near the end of the course, **will be delivered synchronously**.
Course Objectives

By the end of the course, you will be able to:

• Integrate effectively social media tools into your curriculum
• Design effective social media-enhanced activities
• Design your own online social media-enhanced course using effective instructional design principles
• Assess students social media-enhanced activities using rubrics and self-reflection
Main Assignment

• The main assignment involves designing your own social media-assisted course and expanding on one planned unit.

• In the last five weeks, every course participant will have the opportunity to try out selected activities from their peers’ courses and give and receive feedback.

• The final version of the course you have developed will then be submitted to the instructor.
For more information on Dr. Glick’s course, visit MOFET’s Online Academy website at

https://new.mofet.macam.ac.il/international/online-academy/specializations/ict/courses/social-media-tools-as-online-learning-environments/
Questions?
Thank You!