Abstract: Education has transformed from the old traditional ways of teaching and learning. Currently, social media plays a very important role in teaching and learning in the new millennium. Social media has been increasingly visible in higher education settings as lecturers look to technology to mediate, enhance their instruction and promote active learning for students, especially in terms of communicate, collaborate and learning itself (Tess, 2013).

In education, social media has been used based on four aspects. Firstly, social media has been used for social interaction and uses web-based technologies to turn conversation into more interactive and problem solving, as well as collaboratively with others. Secondly, social media has been used as a platform that allows lecturers and students to share ideas, files and assignments on a communal wall. Thirdly, social media allowed lecturers to easily publish their lectures, photos and a myriad of other course content. For students, social media allowed them to self-publish and share their content feed with members of their learning community. Finally, lecturers use social media to increase students’ participation in the virtual classroom. Overall, teaching and learning has been covering conversation, sharing, publishing and participating.

Thus, the objective of this paper is to review the use of social media in education, in terms of fours aspects, conversation, sharing, publishing and participating.

Keywords: conversation, sharing, publishing and participating

Introduction

Education has transformed from the old traditional ways of teaching and learning. One of the transformations has been applied is using of social media in education. Social media has been increasingly visible in higher education settings as lecturers look to technology to mediate, enhance their instruction and promote active learning for students, especially in terms of communicate, collaborate and learning itself (Tess, 2013). This change is due to the emergence of second revolution that started with the introduction of Web 2.0 in 2004, when it was popularised by Tim O’Reilly. Even, “educational institutions have begun to innovate to keep up with the demands of students with virtual learning environments” (Jefferson, 2013). “In view of the growing demand for social media skills, students ought to be exposed to digital media technologies” (Famutimi, 2013). Technology plays a critical role in this innovation. “Collaboration tools and advanced video support embedded into the network can transform learning. Teachers can work together to develop new material and learn from each other.
Students no longer face the choice of either working flexibly at home or in school in teams: they can do both. All can benefit from virtual experiences, places, and events never before possible” (Cisco, n.d).

In education, social media has been used based on four aspects. Social Media is media used for social interaction and uses web-based technologies to turn conversation into more interactive. In education, social media has been used to problem solve and think collaboratively with others. The second aspect is social media can be used as a platform that allows teachers and students to share ideas, files and assignments on a communal wall. Social media allows teachers to easily publish lectures, photos, plus a myriad of other course content. While for students, social media allows them to self-publish and share their content feed with members of their learning community. Finally, teachers use social media to increase students’ participation in the virtual classroom.

Social media encompasses social networking sites, media sharing sites, creation and publishing tools, aggregation and republishing through RSS feeds, and remixing of content and republishing tools (Greenhow, 2011; Gikas and Grant, 2013).

Thus, the objective of this paper is to review the use of social media in education, in terms of fours aspects, conversation, sharing, publishing and participating.

**Conversation**

The use of social media has reflected the reality of the life of students outside the classroom. Students have new needs and expectations concerning their learning process in terms of interacting with other people and with information and knowledge (Conway, 2011). The conversations taking place in chat mediums bear important information concerning the students. This information can vary in many fields such as tendencies, habits, attitudes, guilt situations, and intentions of the students. Many social and semantic inferences can be made from these conversations. In determining characteristics of conversations and analysis of conversations, subject designation can be grounded on (Özyurt and Köse, 2010).

Baran (2013) illustrated how each social media platform was integrated into the course with the specific learning and teaching activities. Several social media tools were integrated in a blended course on social media in education. Students have embraced the capabilities of social media channels and using these tools in blended courses might enhance the social interaction in the classroom and carry the conversation outside of the formal teaching environments. Using several tools in the course was helping students experience the integration of social media tools in learning environments and also presenting an example where the unique affordances of each social media platform could be used for different pedagogical purposes (see Figure 1).
Figure 1: Course Design on Social Media Platforms

Sharing

“Social media offers tertiary institutions a new way to communicate, contributing to better learning and development processes. Through utilising the various social media platforms higher education can introduce innovative ways of sharing lectures, facilitating discussions, providing support to students, building campus communities and reaching out to alumni” (Strauss, 2013). In terms of learning process, social media allows students to collaborate and share with each other (Cochrane and Bateman, 2010; Liaw, Hatala and Huang, 2010; Gikas and Grant, 2013).

During a pilot program conducted by Reid (2009) namely Second Life, the students were able to collaborate with students in classes from Japan, South Korea, Canada, France and elsewhere in the USA. This program was able to make connections between courses, even though the ostensible subject matter they were teaching was quite different, ranging from courses in American culture to writing to architecture. Environments like Second Life have the potential to become vast, educational venues where students can gather to hear speakers, participate in conferences, conduct experiments and collaborate on projects that extend beyond the virtual world. “Web technologies and services could be employed as cost-effective and timely media in this networking process to reach the greatest number of intended recipients of the relevant information. These technologies could possibly also facilitate an interactive environment in which information could be disseminated and shared freely” (Barnard and Rensleigh, 2008).

Fee (2003) shares the reasons why lecturer should use social media in the classroom.

1. Encourage students to share work socially

   For each class assignment, students were responsible for evaluating each other’s work. Social media played an essential role in connecting students and creating an online community. Students shared their work on a variety of platforms. On Flickr, they tagged their artwork with "artmooc." On Twitter, they included the #artmooc hashtag. Others posted to Facebook, and continue to do so to this day, even though the course has been over for quite sometime.
2. Use a hashtag to facilitate guest speaker discussions
   During an investigative journalism class at New York University, prominent journalists were invited to speak to the class of more than 200 people, and encouraged students to live-tweet the interview using the hashtag #IJNYU.

   Another way to incorporate hashtags during classroom discussions is to encourage students to tweet questions to a guest speaker as the speaker is talking. This method ensures that students do not interrupt the speaker while he or she is talking, as well as engages the students’ social communities outside of the classroom, so people who are not taking the class can also chime-in with questions for the guest speaker.

3. Require students to keep a blog
   Many students see blogging as more of a chore than a positive career move. By requiring students to keep a blog in place of some traditional assignments, this will make lecturer’s job as a teacher easier. This is also helping students establish their digital presence as an emerging thought leader.

4. Require original expert sources
   LinkedIn has proven to be an invaluable tool to reach out to sources. Lecturers can foster this skill by encouraging students to reach out to sources directly through LinkedIn.

5. Use Google Hangouts
   Google Hangouts can be a good tool if lecturers are teaching remotely or online classes and it can be a great way to check in with students face-to-face.

6. Create a social classroom on Edmodo
   Edmodo helps lecturers to create a social or digital classroom. On Edmodo, we can vote, post assignments, create a class assignments calendar, and upload photos and messages to students.

7. Hold a class in Second Life
   For the class Philosophy of Cyberspace at Northwestern University, students created accounts on Second Life to explore themes such as online identity, online community building and in-game economics. The students would meet in the virtual world instead of meeting at a real-life lecture hall. The lecturer would send out an email saying, “class on Tuesday will be held in Second Life instead of the lecture hall. I’ll email you all the coordinates soon”.

**Publishing**

The social media applications have a participative element, which encourage users to add, edit or simply rehash content (mashups) (Newstead, 2007). Also, “though the beauty of social media is its two-way conversation value between brands and consumers, there is plenty of room for one-way, push communication that comes directly from the brand. But there’s a lot to consider before sending a Tweet or posting to Facebook. That’s where publishing best practices can help” (Nelson, 2013). Nelson (2013) also highlighted 10 social media best practices for publishing content.

1. Treat each social network as its own entity
   User should try sharing different content on their social properties. If user want to share the same link, image or content, make sure they are using each social network the way it was meant to be used and to the most of its abilities.

2. Always provide an option to share
Posting to social networks automatically gives sharing functionality. So, user needs to make sure they always give people a way to share to their own networks easily.

3. Set up publishing and approval permissions and processes
   From the start, determine who has the ability to publish to social networks, who can create content but not publish, and who needs to review. Some social networks like Facebook set up permissions natively for administrations, while many require the use of a third-party tool. Thus, user needs to map out their approval hierarchy to make sure they have proper auditing and fail-safes that ensure the only people who can publish to their networks are those who should have access.

4. Build for mobile
   User need to make sure the design translates easily to mobile and any additional capabilities, such as social sharing should be able to work across mobile.

5. Don’t forget about nights and weekends
   User need to find a way to schedule content regularly throughout the night and weekend, even if it’s a re-post of earlier content, to take advantage of times when people may have longer attention spans.

6. Use your social networks to promote existing content
   User need to have some experiments with different headlines and post types to find what is most effective to maximize traffic. Examples, the 10-4-1 rule, which is a suggested ratio for social linking of 10 third-party articles, four of own blog posts and one landing page that requires a form complete to access content.

7. Use your data to determine what works
   Everyone will tell us something different when it comes to the best times to publish, the best content, the best post types, and the best calls to action. But only we have the data to make the decision as to what’s best for your brand. Do some testing with the publishing strategies, and then assess what has worked best for us after we have collected a large enough sample size. Never stop experimenting, but also develop our own best practices.

8. Set a content calendar that syncs up with other marketing objectives
   A content calendar may map out blog posts and large-scale content objectives. The social publishing calendar should reflect other marketing objectives.

9. Implement tracking codes on links
   Social attribution is a great way to prove the return on investment for social publishing. It can be helpful to post links that have a tracking code built into them. This tracking code will then feed back into an overall database which helps you track what social networks are driving the most traffic. Use this data to guide our posting strategies for big content and marketing campaigns moving forward.

10. Do not be afraid to experiment with different platforms and content
    Social media possibilities seem to change daily. Social networks are constantly tinkering with their platforms and new networks seem to pop up each month.

The motivation for students to read and write especially outside of school seems to be threefold. Firstly, the topic needs to be something they feel is important to communicate about. Secondly, the topic needs to be something they feel strongly about or are interested in. Finally, the reading or writing needs to take place when they want to do it or just in time. Lecturer needs to add a feeling of competence with the language, topic, genre and multiple authentic opportunities for feedback and practice. These conditions produce situations in which adolescents are highly engaged with reading and writing (Irvin, Meltzer and Dukes, 2007).

A research done by Rifkin et al (2009) to identify whether science undergraduates be motivated by activities that have them express science content in new media, especially in
terms of the popular communication forms that increasingly impact on their lives. The project is designed to foster student publication on the Web. When students in the classes have engaged in such publication, their reflective essays reveal that their effort and assessment have become authentic. Their submissions indicate that a vast majority of students recognise the relevance to professional work of their tight deadlines, need to maintain open channels of communication with teammates, and provision of constructive feedback so that the output of their collective efforts appeals to their intended audience (Rifkin et al, 2009).

Participating

Social media can be a wonderful way to generate student engagement in learning, but still must be introduced in a way that will excite students to participate, and it is need to be introduced within a context that will invite participation (Orlando, 2011). To make sure students are actively participating in social media, Orlando (2011) observed three main elements need to be considered.

1. Motivate the participation: Lecturer is required to spend time explaining the why of an activity will more than pay off in engagement and learning outcomes.
2. Students have boundaries even online: All activities that use social media like Facebook tend to fail because students see it as their own thing outside of the classroom.
3. Find a student leader: Many students are hesitant to be the first to put themselves out there in an activity. However, they are happy to follow others. Lecturer need to get one or two students to participate first in order to set an example.

Students’ intention to participate in social media can arise from either intrinsic factors or extrinsic factors. Intrinsic motivation refers to motivation embedded in the action itself rather than from external rewards. Intrinsic motivation comes from the pleasure of completing the task satisfactorily. On the other hand, extrinsic motivation refers to the motivation coming outside the individual (see Figure 2) (Amarasinghe, 2010).

![Figure 2: What motives people to participate in social media?](image)

Many contemporary teens are engaged in participatory culture because it is relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing
one’s creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices. The benefit of this culture includes peer learning opportunities, differing perceptions of intellectual property, expanded cultural expression, workplace skill development, and an empowered notion of citizenship (Jenkins, 2006; Gammon and White, 2011). The social interaction patterns often decide whether the team experience. A positive group work experiences tend to be related to members sharing the workload, feeling comfortable together, being able to both interact and work smoothly (Russell, 2010; Heinström, and Sormunen, 2012).

Conclusion and Future Study

“The challenge of evolving pedagogy to meet the needs of Net-savvy students is daunting, but educators are assisted by the fact that this generation values education” (Barnes, Marateo and Ferris, 2007). The phenomenal growth of social media has tapped into this generation. “Having been raised in an age of media saturation and convenient access to digital technologies, net generation[s] have distinctive ways of thinking, communicating, and learning” (Oblinger and Oblinger 2005; Prensky 2006; Tapscott 1998).

Literatures have shown that social media plays a very important and effective in teaching and learning, particularly in connection with activities of the conversation, sharing, publishing and participating. Social media will continue to proliferate and lecturers as well as students will likely continue to draw on social media to achieve their educational goals.

In the future, we are planning to study the differences in terms of experience and positive impact between in class learning process and online learning process, especially more radical possibilities of extending the logic, values, and practices of social media throughout the university, in terms of conversation, sharing, publishing and participating.

References


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