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# **University 2.0**

## Social Media in Higher Education

**Working towards an University2.0  
Implementation Framework:  
Opportunities for Student Communication,  
Collaboration and Innovation through SNS**

HETL 2013

Matt Glowatz (UCD, Ireland)



# Agenda

- Context of Web2.0 & Higher Education
  - iStudent -> iWorker
- Web2.0 in Higher Education
  - Communication, Collaboration, Innovation
- Case Studies & Discussion



# Introduction

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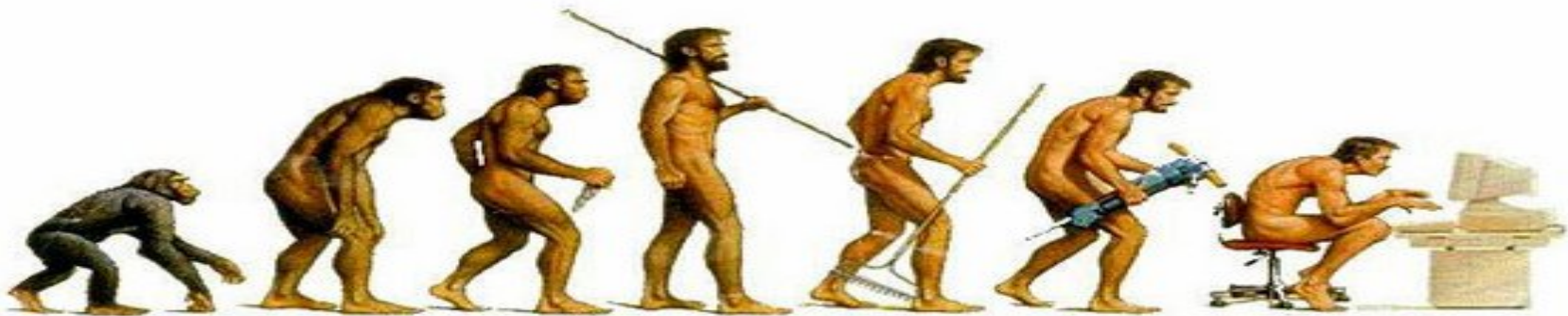
- **Matt Glowatz**

- College Lecturer at UCD
  - Graduate and Master modules
  - Ebusiness, eMarketing, Social Media, MIS
- Research
  - Social Media & eLearning -> University2.0
- School of Business
  - Teaching and Learning Committee
  - MSc in iBusiness- Innovation Through ICT programme director
  - Academic Director for International Students (School of Business)

- Other

- Irish Internet Net Visionary Awards Winner (“Educational Contribution” Category)

# Why???





# Information Madness

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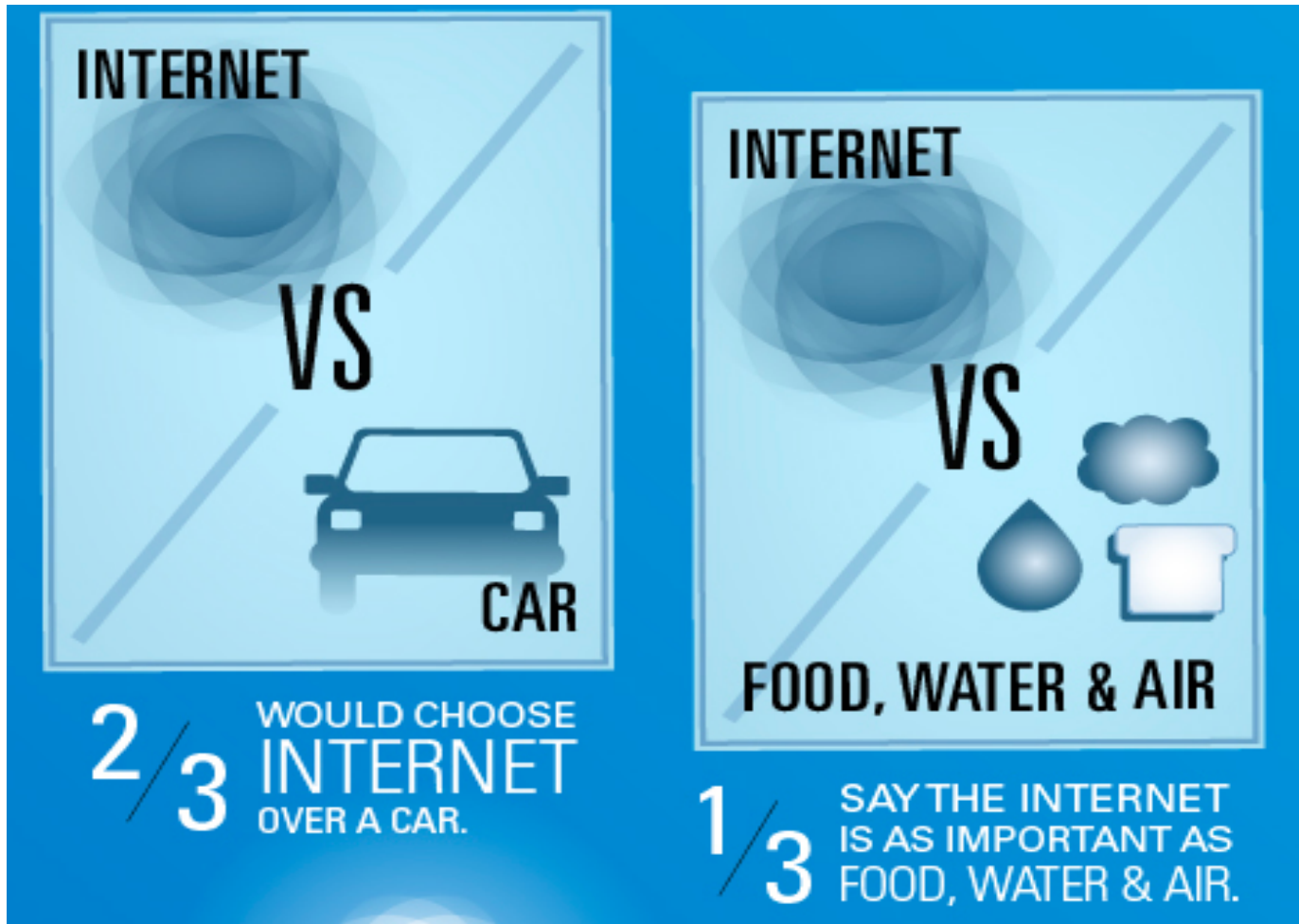
- **50hrs** uploaded every minute (February 2012)
- **75hrs** uploaded every minute (January 2013)
- **1bn** FB users globally (January 2013)
- **275m** FB users every day
- **300m** Twitter users
- **75000 apps** in Apple AppStore
- **14billion** songs sold on iTunes
- Smartphones add to Social Media Frenzy
- It's all about **User Generated Content (UGC)**



# iStudent

- Digital Natives enter higher education
  - Educational sector wasn't designed for today's student
  - **Academic landscape need to change** as iStudents will not
    - "We have to follow the customer, if they change, we change" (Sir Terry Leahy)
- iWorker
  - iStudents enter workforce (18-29, 3k)
  - [www.cisco.com/go/connectedreport](http://www.cisco.com/go/connectedreport)

# iStudent





# iStudent

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MOBILITY IS  
**KING**

2/3

LIST A MOBILE  
DEVICE AS THE  
**MOST**  
IMPORTANT  
TECHNOLOGY  
IN THEIR LIVES

?

BUT WHAT  
MOBILE DEVICE  
IS TOP DOG?

20%



SAY A LAPTOP  
IS THEIR MOST IMPORTANT DEVICE.

19%



SAY A SMART PHONE  
IS THEIR MOST IMPORTANT DEVICE.

THAT **1%** GAP  
IS CLOSING

HETL 2013 - University 2.0



# UG Survey

- 
- Primary way of accessing information?
    - Laptop 90%, Smartphone 10%, Desktop 0%, (TV, Paper, Radio) 0%
  - Can you live without the Internet?
    - Yes 0%
    - Yes, but it would be a struggle 78%
    - No 22%
  - How often do you use SNS?
    - Daily and apps are always up 22%
    - Few times daily 67%
    - Once a day 11%

1943 – Maslow



2011 – ? ;)



Note: Created for discussion purposes and a bit of humor. Not intended to discredit Maslow's hierarchy, which we believe to be accurate. Originally presented in Morgan Stanley's "The Age of Engagement" presentation, dated April 2005

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# Theory

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## • SNS for Academic Purpose

- Dearth of current research into using SNS to engage students in academic discussion
- Benefits – supplement 'face-to-face' (Yuen and Hung, 2010); opportunity for information-sharing, out of class network, out of class participation
- Challenges - navigating large numbers of posting, possibility for misunderstanding or students dominating

## • Student Engagement Online

- Correlation between general engagement and performance (Junco, 2012; Pascarella and Terenzini, 2005)
- However, engagement considered to be 'any physical or psychological energy' (Junco, 2012). It **may not** be an academic activity!
- Absence of research into engagement in academic activities to date



# Case Study

- 
- MiM Distance Learning programme
  - Business Information Systems Management
    - 100% Online
    - Blackboard, Elluminate, dedicated FB group, eAssessment2.0
    - Setting rules/guidelines from the outset
      - Communication
      - Collaboration
      - Innovation



# Case Study

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## • Context

- Business Information Systems Management module as part of Masters in Management (PT) distance learning programme
- Year 2, Semester 2
- 32 students dispersed globally
- Online delivery
  - Traditional eLearning & eLearning2.0
- Three assessment components



# Case Study

- Aims and Objectives
  - Integrate supplementary SNS tools **enhancing students' learning experience**
  - Introduce new assessment component complimenting traditional methods raising awareness of different student-centric learning opportunities
  - Develop student critical thinking skills
  - Encourage student <-> lecturer **collaboration** and **innovation** through SNS



# Case Study

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- Research Methodology

- Online Survey

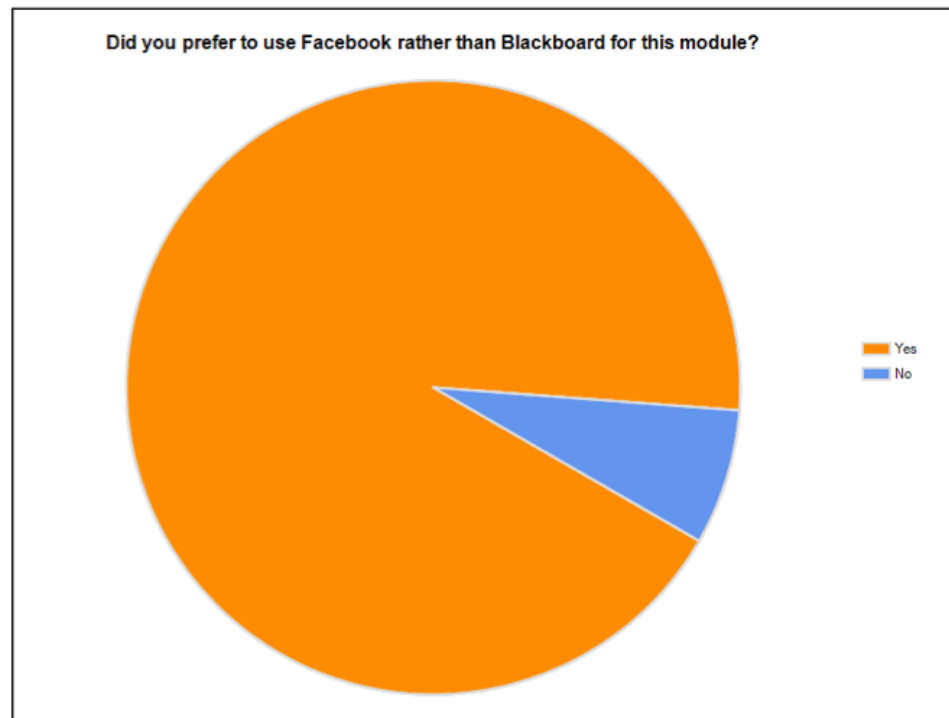
- 2<sup>nd</sup> May 2012 – 16<sup>th</sup> May 2012
    - 15 students (n=15) responded
    - Use of Facebook and students' experience

- Interviews

- 2 students



- Findings
  - O1 – Integrating SNS to enhance student learning





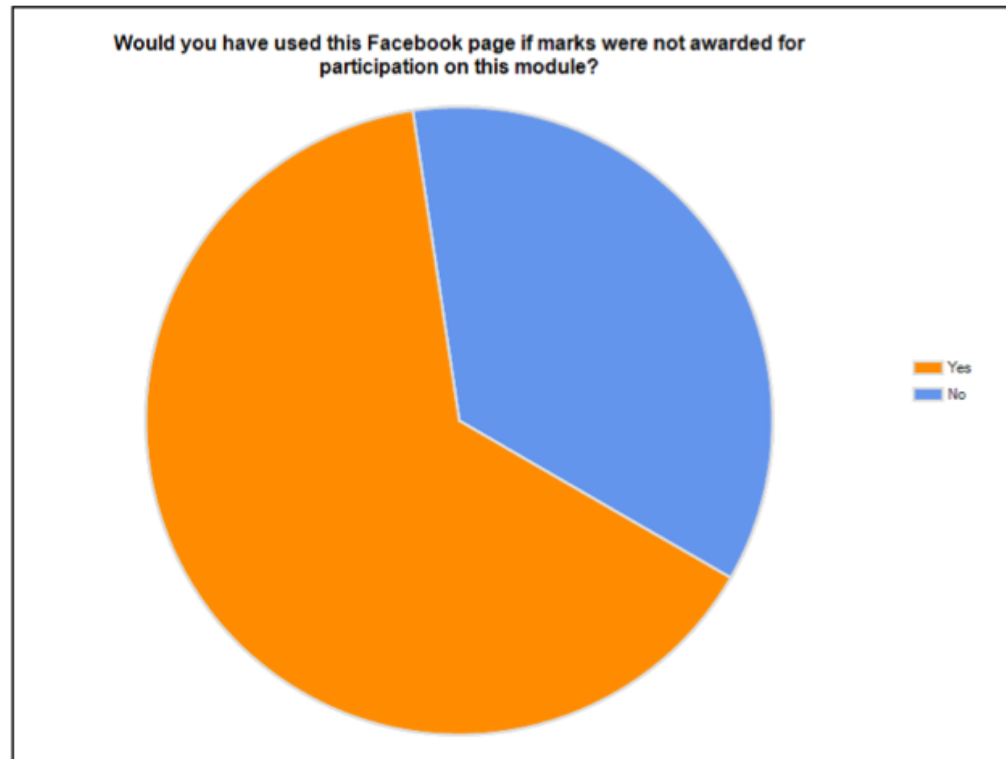
# Case Study

## • Findings

- O1 – Integrating SNS to enhance student learning
  - 93% preferred to use FB rather than BB, although students were familiar with this eLearning tool over a period of 18 months prior to this module
  - FB is “more convenient & user friendly (image based)”
  - Being able to participate in class discussions everyday and anywhere (Smartphone)

- Findings

- O2 – Introducing eAssessment2.0





# Case Study

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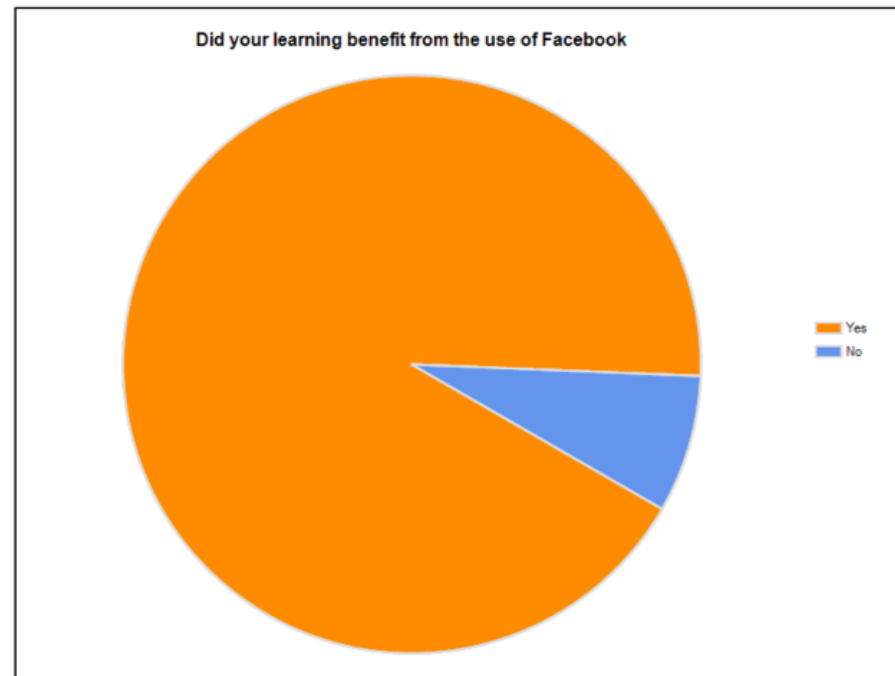
## • Findings

### – O2 – Introducing eAssessment2.0

- 63% respondents indicated that they would have used FB regardless of the mode of assessment

- Findings

- O3 – Develop student critical thinking skills through student-centric learning opportunities





# Case Study

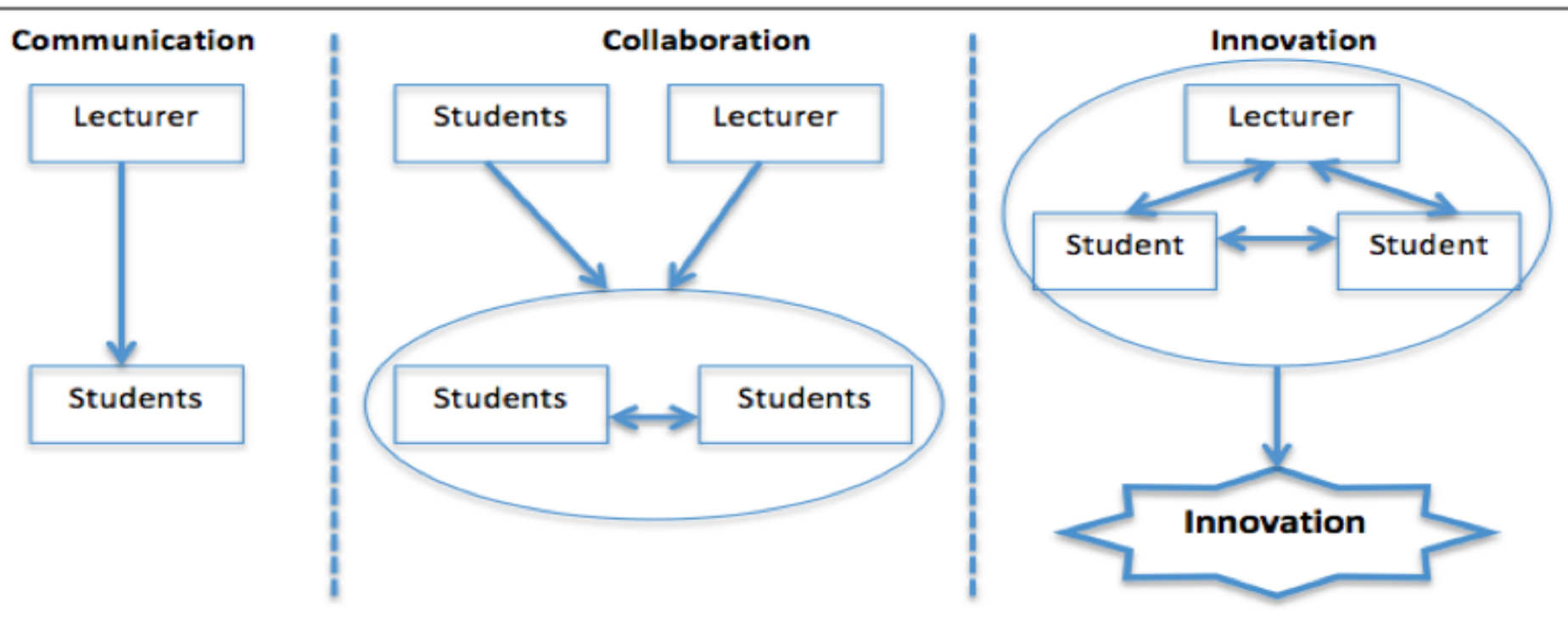
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## • Findings

- O3 – Develop student critical thinking skills through student-centric learning opportunities
  - 92% of respondents agreed that FB benefited their respective learning experience
  - “discussions on articles enhanced knowledge about the subject area “
  - Access to other resources via posting updates was listed by a number of students as a key benefit
  - Allowed a distance learning course to become much more personal - the FB page became a de facto online classroom

- Findings

- O4 – Utilising SNS tools for communication, collaboration and innovation





# Case Study

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## • Findings

- O4 – Utilising SNS tools for communication, collaboration and innovation
  - Innovation process allows students to introduce new ideas, methods or processes building on an existing infrastructure with the main purpose of managing existing tasks and processes more efficiently
  - “Communication lead to collaboration which in some cases lead directly to innovation. We identified dedicated group pages for this module’s and programme’s projects and assignment components”





# Case Study

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## • Findings

- O4 – Utilising SNS tools for communication, collaboration and innovation
  - SNS provide a medium for academic engagement and a forum to demonstrate higher order thinking skills
  - Students can collaborate in an easy-accessible online environment
  - Accessibility of this environment stimulates critical thinking and innovation amongst the student body in a way which the time constraints of the traditional environment does not facilitate



# Benefits

- 
- FB can be used as a learning tool to academically engage students
  - FB does enhance the student's learning experience
  - Usefull eAssessment2.0 tool
  - Meeting ever changing student demands in higher education
  - Improving communication and collaboration
  - Recognising emerging educational technology/ application trends
  - Learning from each other
  - Satisfied students

# Challenges

- Digital Divide



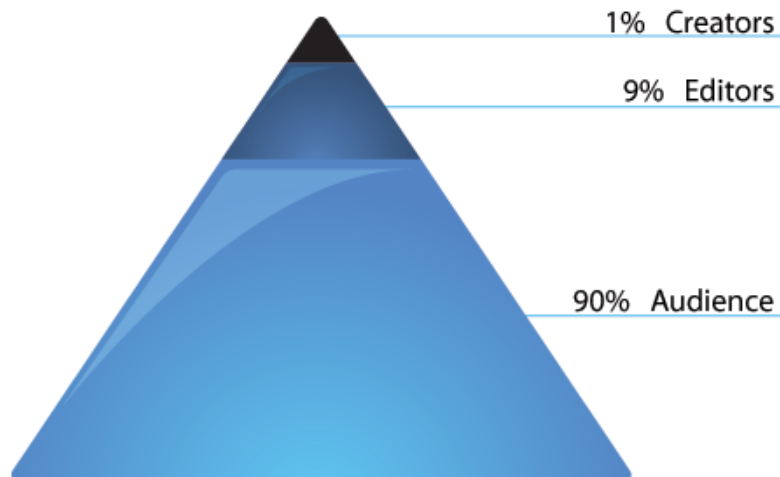
# Challenges

- How far should we go?
- Mandatory use of Social Media?
  - Faculty
  - Students
- Formalize use of Social Media?
- Privacy issues
- University guidelines

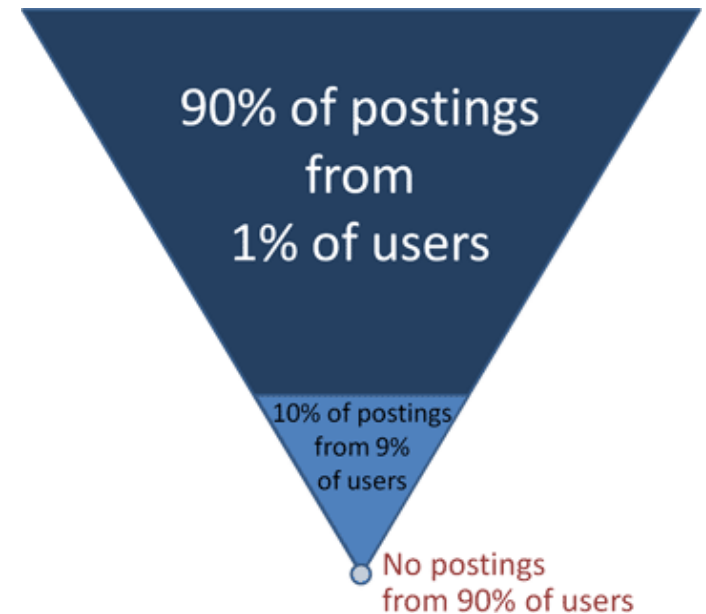


- Social Media & Content
  - **90%** of content/news is crude
  - Jacob Nielsen: Participation Inequality

## 90-9-1 Principle



(cc) Jake McKee & 90-9-1.com

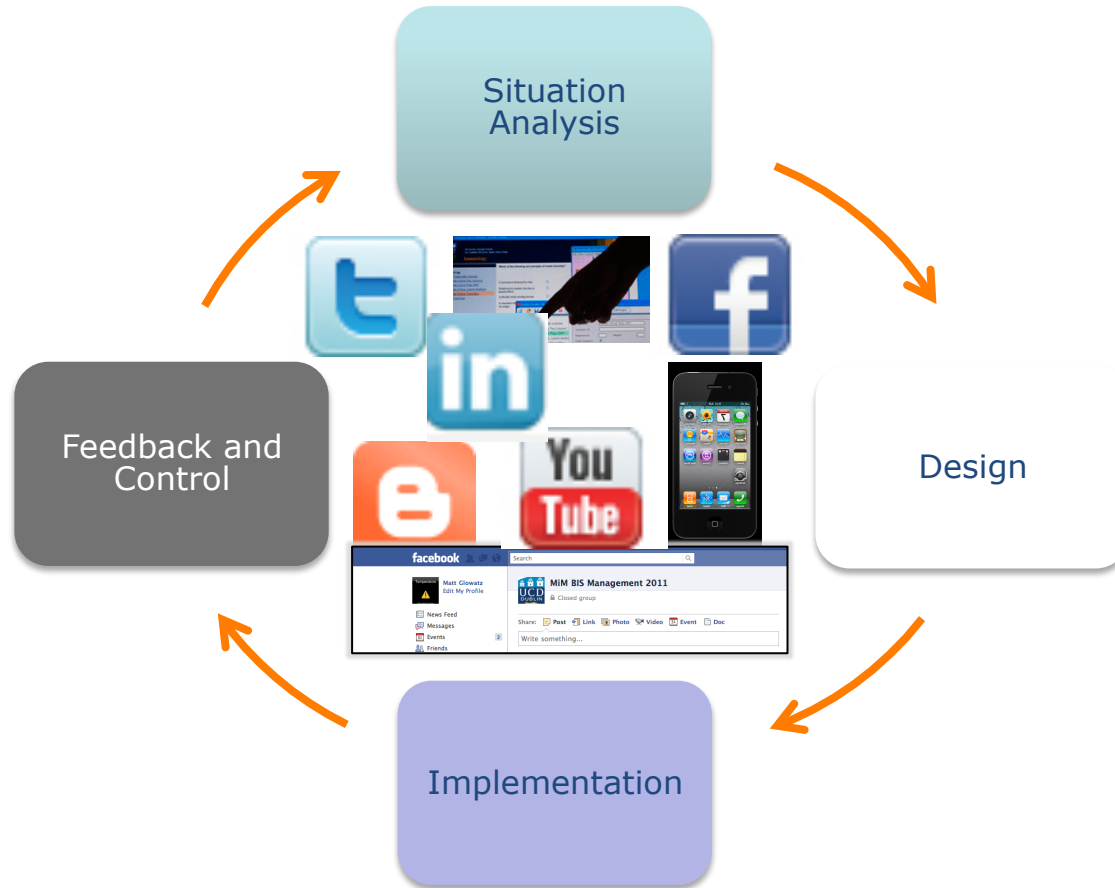


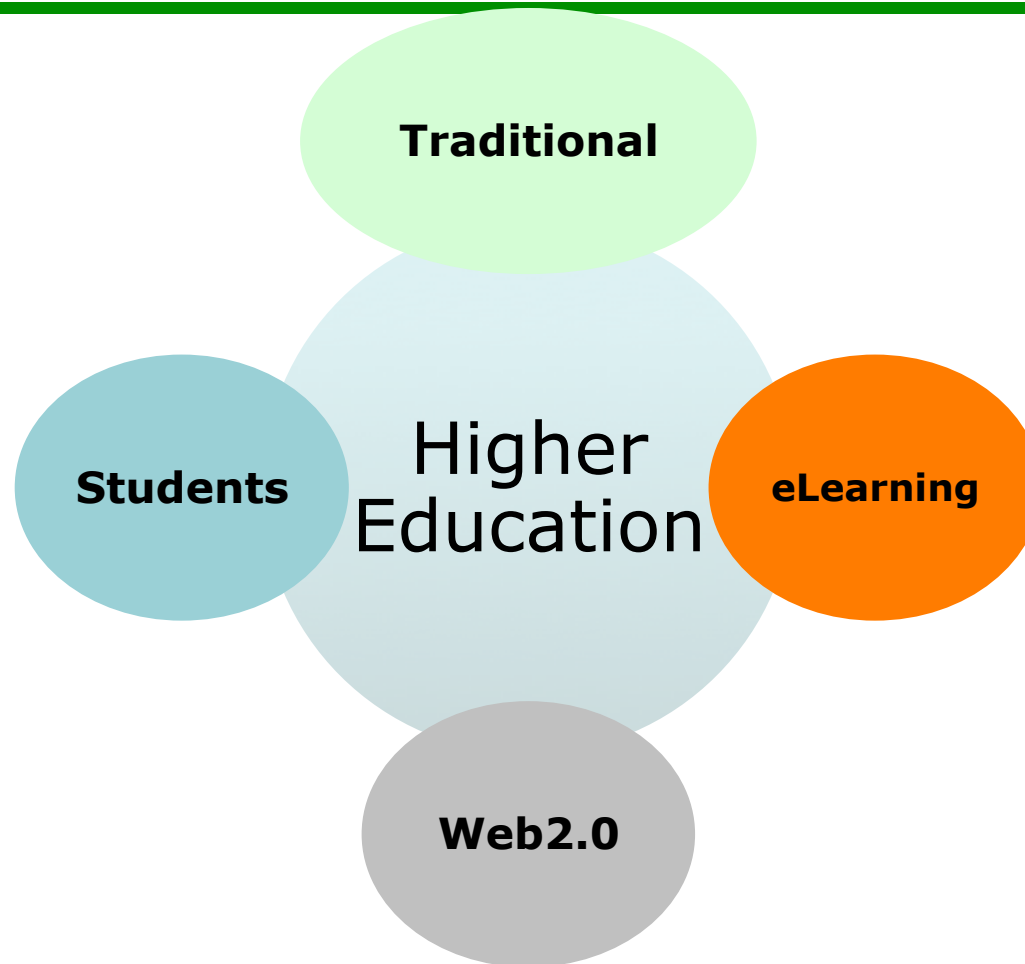


# Challenges

- Online addiction
  - Social Media (DigitalBuzz, 2011)
    - 48% of 18-34 year olds check Facebook when they wake up, with 28% doing so before even getting out of bed
  - 57% of people to talk people more online as they would “Face-to-Face”

# Implementation Framework









# University 2.0

- Framework Design and Implementation
  - Recruitment
    - National & International
  - Mentoring, Collaboration, Innovation
    - Ireland & Overseas (UG & PG)
  - Alumni
    - Closing the loop
- eLearning2.0
  - Integration of Web2.0 and Blackboard



# Social Media Guidelines

- Don't mind the techie stuff
  - 20% technology
  - 80% **content**
    - **Communities are build around content, not technology**
- One size doesn't fit all
  - UG vs PG
  - Distance vs full-time
  - Local vs overseas
- Add value and be honest



# The Future

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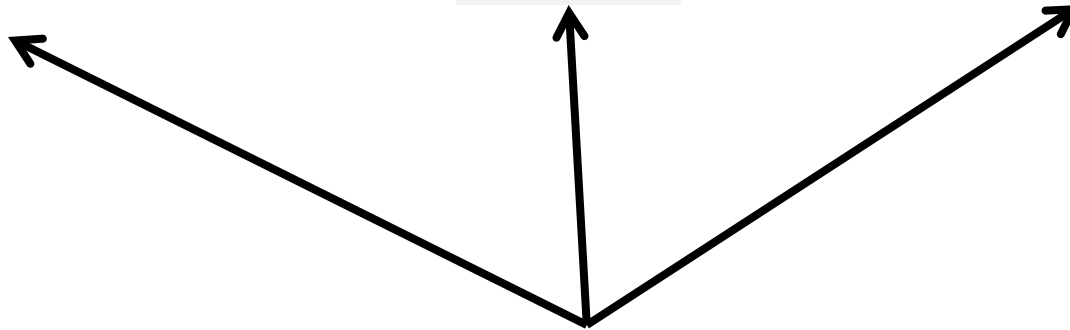
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“From a good beginning, everything else  
will flow”



# Contact Details

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