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

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Agenda

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

• **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

• **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)
iStudent

Management Information Systems
UCD School of Business
Córaí Faisnéise Bainistíochta
An Scoil Ghnó UCD

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2/3 Would choose Internet over a Car.

1/3 Say the Internet is as important as Food, Water & Air.
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

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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%
‘Hierarchy of Needs’ Revisited?

1943 – Maslow

1. Physiological
2. Safety
3. Belonging
4. Esteem
5. Self-Actualization

2011 – ? ;)

1. Food / Water
2. Shelter
3. Internet / Mobile Phone

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.
• 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

• 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

• Research Methodology
  – Online Survey
    • 2nd May 2012 – 16th May 2012
    • 15 students (n=15) responded
    • Use of Facebook and students’ experience
  – Interviews
    • 2 students
Case Study

- 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)
Case Study

• Findings
  – O2 – Introducing eAssessment2.0

Would you have used this Facebook page if marks were not awarded for participation on this module?

- Yes
- No
• Findings
  – O2 – Introducing eAssessment2.0
  • 63% respondents indicated that they would have used FB regardless of the mode of assessment
Case Study

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

![Pie chart showing learning benefits from Facebook use]
Case Study

• 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
Case Study

• Findings
  – O4 – Utilising SNS tools for communication, collaboration and innovation
• 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

• 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
Challenges

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

90-9-1 Principle

1% Creators
9% Editors
90% Audience

90% of postings from 1% of users
10% of postings from 9% of users
No postings from 90% of users

(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

Situation Analysis

Feedback and Control

Design

Implementation

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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

“From a good beginning, everything else will flow”