639SocialNetworking
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Education and Social Media

Our proposal is to work with "**Social Networking**" in educational technology.
Andria Mercer, Michael Post, and Kathryn Teston are the members of team one.

Summary:
This literature review proposal will deal with social networking in the educational setting. The crafters will consider the tools, networking connections, benefits, concerns, and finally trends, uses, and issues of educational technology. The goal is to consider the viability of incorporating social networking into multiple educational opportunities. The research evaluated has measured the value of social networking in various educational settings including elementary through graduate school and beyond. The literature review provides greater awareness and direction for more effective implementation of social networking in education.

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Social Networking Literature Review

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Education and Social Media
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Abstract
The twenty-first century educator, student, and classroom look very different from those at the close of the twentieth century. This difference is particularly noted in the pursuit and use of technology in the realm of social networking. Varying perspectives measure the degree of benefit or detriment to the student's educational pursuits and classroom environment. Although there are commonly held beliefs about potential pitfalls in the implementation of social networking in the learning process, for many educators, the benefits outweigh any negative aspects. For other educators, however, the perceived risks are not worth the effort to address. The behavior and etiquette that is necessary to use social networking tools and devices in an appropriate educational pedagogy are explored. This literature review will examine the electronic devices and networking connections commonly used by educators and students. In addition, the writers will synthesize the benefits, concerns, trends, issues, and uses of social networking in the educational context. The review will contain research that is peer-reviewed, in both qualitative and quantitative formats, in order to share valid viewpoints. Ultimately, whether or not implementation of social networking in the classroom is deemed worthwhile is determined by the educator's perspective and practices.
Keywords: social networking, etiquette, behavior, technological tools, education, ethics, web 2.0, and moral.

Social networking is a popular trend in technology, and frequently, trends in technology move into business and education. Some of the popular social networking sites are "Facebook," "Twitter," and "Instagram." These are websites that connect people virtually to share personal happenings, comments, and photos. In a technology context, these are commonly referred to as web 2.0.
Social networking is important in today's society because of its mobility. Cell phones, smart phones, and tablets are just some of the tools and devices utilized in social networking. People's perceived needs and desire to connect is the driving force for this technology, which incidentally is used in planes, trains, cars, and in many other locales where people connect. A whole new language and set of terms exist in the social networks, with word meanings often differing from normal usages.
A natural progression is to connect business and education users with each other to share issues,

knowledge, and ideas. Sometimes the "social" part of social networking might become too personal and drift from the work and knowledge intended in a more formal setting. This review will consider the two realms, social informal, and social formal formats in social networking. The behavior, etiquette, and ethics in social networking will be considered in many of the articles used to gather information. Qualitative and quantitative studies are to be used as subjective and objective information sources. Education will be the primary consideration, but education happens at various levels, and in many places outside of traditional school locations, such as in business and the workplace.

Education and business embody a social aspect, and connecting with others might assist in providing work solutions, training, and improvements in these arenas of society. As the world becomes more connected, social networking must be evaluated carefully for the inherent benefits and concerns in education and business realms.

Tools

Phones

In some school districts, smartphones are being utilized by students for the purpose of soliciting help on homework assignments from their peers and teachers (Davis, 2010, p. 16). This device provides real-time resources for students as they encounter difficulties. Other teachers have utilized apps that enable students to respond to questions in class. Teachers are then able to assess student understanding and application at that point in time.

Tablets

Tablets are popular devices that are also in the realm of social media. The iPads are the premier tablet in use; however, many have joined the tablet revolution. Tablets, tablet laptops, ultra books, and netbooks are all joining the more popular tablet mode. Some of the goals of these tablets are mobility, long battery life, and connectedness. These may allow a bit more flexibility since they allow for Flash program software, which is one limit of the Apple tablets.

The Nook and Kindle series are reading tablets that have now become social tablets as well. These are possibly the next textbooks for schools, which include internet connectivity, which provides access into the social media world.

Other Remote Devices

Other devices are used in educational realms that are socially connected as well. Responders and tablets for white boards allow text responses for the class, which are then shared with the class as deemed appropriate by the teacher. There are even wristwatches that are connected to receive mobile messaging from smartphones. X-boxes and PlayStations are game units that enable the player to connect with friends. Some gameplay is media and allows for social networking. Smart televisions are also allowing televisions to browse and connect, much like a giant screen computer and television.

Networking Connections

Virtual communities have been created to give individuals a chance to interact with each other. These social media communities afford users the opportunity to mingle and collaborate around similar interests. According to Acar and Polonsky (2011), "The existence and use of social networking tools to communicate and share information dates back to 1978, when users had the ability to email comments and attachments to other users, to make use of bulletin boards to post content, and to read or post information or comments to various list servers." Online communities offer users the ability to develop professional and personal relationships. These same connections can benefit students in the classroom. Students are able to use various social networking outlets as a means of communicating and collaborating with their classmates, as well as with students around the world. Teachers are able to incorporate elements of social networking into their daily classroom routines. Students can be engaged in meaningful lessons using Facebook, Twitter, Blogs, and Wikis. Incorporating social media into the classroom helps

students become self-directed learners (Odom, Jarvis, Sandlin, and Peek, 2013). They are given the opportunity to take responsibility for their learning experience. Social media helps to connect technology with classroom instruction. The overall challenge of using social media sites in the classroom is to ensure that it is being used to enhance the learning process and not distracting the student.

Facebook

One social networking connection that was initially used by college students in the past is Facebook. Facebook is one of the largest social networks and most students are familiar with its use. In a study by Fewkes and McCabe (2012), students expressed the benefits received from using Facebook in the classroom in order to collaborate with each other to get extra help on homework and discuss daily assignments. Students are able to stay connected to the classroom while away. Teachers are able to create groups for their students that can be designed to help with a specific skill. This affords the teacher the opportunity to share information with her students using an alternative method. In distance education classes, teachers can use Facebook to share notes and provide updates to the students in their classes. More recently, older adults have used this venue more frequently than the younger generation. Perhaps a desire for their own social networking connection prompted students to seek more favorable sites. Controversy has also surrounded the practice of administrators and supervisors accessing students' Facebook pages (Beach & Coerr-Stevens, 2011). Some school policies block social networking sites, while other schools pursue their usage for the purpose of extending classroom instruction. There are educators who view Facebook as a distraction while others believe that great value lies in its implementation.

Schools communicate information about sporting events, upcoming activities, and other student-oriented news through Facebook (Davis, 2010). Used appropriately, this venue can help provide a sense of connection and community to a larger audience of students and their families. When students and their families have equal access to information, a sense of connectedness and community results, much like an open-ended invitation.

Twitter

Preference over Facebook has lead many users to Twitter for communicating succinctly and quickly. Twitter can be a powerful classroom collaboration tool. Students to stay connected to various people and events around the world can use this social networking tool. Twitter allows for a constant stream of communication between students and the world around them. According to a study by Liwen and Tung-Liang (2012), there have been an increasing number of academic areas that have used Twitter as a formative evaluation method. Students are able to give prompt responses in real-time. The peer-to-peer learning environment helps to engage students in collaborative situations.

One administrator uses Twitter as "his mainstay for professional development as well as school promotion" (Davis, 2010). Other educators use Twitter for seeking resources and implementing others' creative ideas. One such educator stated, "Twitter is like a giant conference that's on all the time. I always know I can find something I can use. That's huge" (Davis, 2010). If educators are finding Twitter to be a useful resource, it stands to reason that they would encourage their students to embrace its inherent value as well. In a world of communicating comments in a quick, short fashion, Twitter's limit of 140 characters seems to be the perfect connection for students.

Blogs

Blogs can be utilized in class as a way to allow students to express themselves. They give students in any educational setting the opportunity to express themselves through writing. Students that normally may not be regular participants in class have a chance to get involved in discussions with their classmates. Students work on building and improving their writing skills by creating blogs. Blogs are often used as major components in distance learning classes. Students can share their personal thoughts and educational

views through the use of blogs. Teachers have used blogs as supplemental instructional tools to help with classroom management. They are able to post class expectations and requirements so students can view them as needed. In the classroom setting, blogs can also serve as question and answer boards for homework or daily assignments.

In addition to students' use of smartphones, utilizing blogs is of great value, as well (Davis, 2010). Unlike Twitter's character limit, blogs afford the availability of writing an unlimited number of characters as well as using visual aids. Teachers can discuss "topics in greater depth" through blogs (Davis, 2010) and students are drawn to social networking conversations. For some students, blogs provide a safe platform where questions can be asked and perspectives can be expressed without risking a real-time negative response. Blogs are generally considered a level playing field for expression of ideas and questioning of viewpoints.

Wikis

From the writers' experience, educators appear to use wikis more frequently than their students do in facilitating learning. However, students have reflected the desirability of utilizing the wikis their teachers create. Wikis provide the capability for teachers to post a wide variety of information and tools for their students in order to enhance and enrich their learning experiences.

Benefits

Sharing

To avoid copyright infringement, one might think that careful reinvention of ideas and wording is the same as sharing. Many times an idea might be considered one's own when it might be borrowed partially or even more. Sharing is better when it makes us think and then allows us to develop from the seed of an idea.

With technology holding such a prominent place in students' daily lives, educators exhibit wisdom and relevance by employing technological strategies in their pedagogical practices. While social networking may seem to promote pseudo rather than authentic relationships, the inherent value of employing social media promises great return for time and energy spent. Students have the opportunity to learn critical thinking skills, challenge others' perspectives, and solve problems (Beach & Doerr-Stevens, 2011). Through mentoring, students can acquire competence in social skills as they learn appropriate strategies for interacting through social networking. This is especially beneficial to those students with emotional and behavioral disorders (Morgan, 2010).

In education, social networking is concerned with group work and sharing. Inside these we can have collaboration and productivity. Sharing and connecting with others on the same topic can add research benefits and perspective. In *Techtrends,* the perspective of the teacher makes the difference. Some will excitedly incorporate social media, while others fear the trends (Walling, 2009). We are taught to share in kindergarten, but that is under the direct supervision of a teacher, while social networking may require more supervision.

Not only do students benefit from social networking, but educators also enjoy the same. Teachers have the capability of connecting with other educators around the world as they share their best practices and brainstorm creative ideas (Davis, 2010). No longer is it necessary to attend conferences, workshops, or seminars to glean great strategies from others. Now, educators can connect with other professionals through a click of a button.

Peer review is an excellent method of beneficial sharing on social media, as an article from a British journal suggests (Bassford & Ivins, 2010). In this case, the problem was limiting the review to students participating in the course. Social media assisted in the review for this class. Although, it wasn't perfect, a

successful initial attempt was made and improvements were noted for further use. Content copying was a concern here, although the quality wasn't the best. This will be further discussed in another piece of research. Students might take constructive concerns from another student or teacher.

Sharing might even create some lasting relationships through distance classroom contacts. Also, face-to-face contact with other students while the teacher serves as a monitor can really energize the class. Ultimately in sharing, students need some monitoring during the process. This should include both school and home safeguards to protect the students and the equipment from viruses. Ideally, the students are encouraged to take responsibility for their own technology usage. While parents and schools cannot guarantee safety, they can assist, guide, and help prepare students for technology citizenship.

Contact and Connections

Social networking affords students the opportunity to view themselves as a part of a larger community (Taylor, King, & Nelson, 2012). In fact, one characteristic of this emerging generation is their global awareness and connectivity (Elmore, 2010). Students think nothing of being friends with someone across the country or around the world – someone they've never met before. Even when students may struggle with face-to-face relationships and conversations, they are able to develop connections with those they have never met. Someone from an older generation may see this as shallow or not authentic, but this generation feels quite the opposite. They have learned to pursue and glean from others' knowledge and expertise (Davis, 2010). Since this generation is so adept at social networking, oftentimes, they will be utilizing different devices and connections at the same time (Davis, 2010).

Besides the desirability of social networking for students on a personal level, research also confirms that its implementation shows "more on-task behaviors and few disruptive behaviors" (Morgan, 2010). "Students with ADHD were more engaged in tasks involving simulated chat discussions and reported being interested in the activity" (Morgan, 2010).

Social media and networking allows for access to content not always readily available. Teachers can use You Tube for access to clips of necessary media. The issue is determining whether or not the content is appropriate. This requires that the teacher prescreens the material and plans ahead to keep the class actively engaged. Again this allows the teacher access but what about students who might need the material? In another article the suggestion was that opportunities often offer risks as well (Livingstone & Brake, 2010).

Clarification

Before embracing the use of social networking, it is important to clarify the purpose and reasoning of its implementation first. The effective use of technology in the classroom should be measured by improved pedagogical practices and more meaningful learning (Taylor, King, & Nelson, 2012). If improvement is not noted, the use of technology should be evaluated.

Clarification allows for improvement in clarity or clearness. Social networking can allow access to instructors or other class participants. Words often contain multiple meanings, which can lead to confusion, and the connection allows for improvement in direction and interpretation. Social networking is frequently instantaneous so time is not lost waiting for responses. For instance, a post to Twitter can allow for multiple responses from various class members at the same time. This might be useful for a group discussion in sharing and clarification. Spontaneity may have its costs on instructor and student in the time and effort required to keep up to date. The research by Chen and Chen suggest many points of clarification for both students and instructors (Chen & Chen, 2012). Learning progress, successful communication, quick responses, and limited summaries that sources like "Twitter" require are some of the steps used to check for learning and understanding. Self-expression is valuable part of social networking as all parties can contribute, share and comment. Sometimes in a traditional class environment these are affected by shyness, dominant personalities, and distractions in the classroom. The

potential of millions of opinions and expressions can open up many new ideas and lines of thinking. Speaking in a small group may be easier for some students and help them avoid face-to-face contact. Social networking also allows the distance barriers to be crossed with face-to-face contact if desired through "YouTube" and other video friendly sites. This allows different choices to be made, which are appropriate when directed with educational support.

Technology Citizenship

The internet, by which technology is connected, often uses the term "World Wide Web" (www) as designated in the uniform resource locator (URL) of many sites. Citizens of different nations have different social requirements and responsibilities. How do we unify the technology etiquette online through social networking? Frequently, similar terms are adopted throughout the world for media and social networking, this aids the task, but interpretation is again a concern in this mode. Is copyright as much of an issue in Argentina as it is in the United States? A leveling of terms and direction might be important here to unify the communication and the responsibilities. Social media is shortening the time and distance between different countries and cultures. A commentary uses the word "cosmopolitan" (Hull & Stornaiuolo, 2010, p. 86) as a term for the variety in worldwide issues and perspectives. The value of collaboration and connectedness are considered through technology and social media.

Another benefit for students who use social media for networking is the opportunity educators have to create scenarios of appropriate and inappropriate social interaction. Students are able to propose how they would handle each scenario and teachers are able to help coach them towards acceptable behaviors.

Concerns

Concerns in social media produce some of the greatest amount of literature. The list of concerns mentioned includes cyber bullying, plagiarism, false information presented, and inappropriate usage of social networking. This is an abbreviated list in consideration of all the material that is presented in the following paragraphs.

This use of social networking can also contribute to a sense of false self-importance and accomplishments. The Internet allows the common social graces to be forgotten or hidden in many circumstances. The reputation of both students and teachers are of concern here as well in social networking as well. Unfortunately, you can also have cheating and cyber bullying. This is again a problem as many schools and businesses have little formal policy for managing social networking for the benefits and the potential problems. Additionally, a concern is the policing and monitoring resources to manage these policies. With the potential of millions of participants on a social network, you also have the potential for more issues and concerns from unsavory characters.

Student contact with teachers can be a concern when done in an inappropriate method, and the Internet social networking isn't always as professional and ethical as some might expect. Many teachers and employees are removed from the workplace for inappropriate social behaviors. False information, flirtatiousness, and manipulation of meanings can result in termination of employment. With or without face-to-face contact, it can be difficult for students and others to ascertain one's motives, especially if someone is trying to deceive. Younger students are in school to learn in a protected environment. Social networking opens a great big world and conduct and privacy are a big concern.

One might think that free speech might allow any perspective or voice one might want, but when using a business or educational network, the rules change and the literature shows the legal perspective (Russo, Squelch, & Varnham, 2010). Acceptable use policies have some authority and some legal power.

Work or Play

While students engage in social networking on a personal level, their ability to transition such use to a learning environment is questionable (Taylor, King, & Nelson, 2012). In fact, oftentimes, students are observed to exercise frequent transitions between personal and school-oriented tasks and discourses.

Previous generations may see a clear distinction between work and play, however, this emerging generation melds them together and often engages both at the same time.

Who Is Working?

One prevalent principle in *Teaching with Love and Logic* (Fay & Funk 1995) is developing a mindset and practice where the students own their critical thinking processes and connect their own behaviors to the consequences of their choices. In the realm of social networking in an educational setting, students are encouraged to evaluate policies and procedures in their schools. Most students have a natural level of comfort in the use of technology on a personal level. Helping them develop ownership of their learning through the use of technology provides a natural progression in thinking critically in the educational realm. Indeed, the students are the ones who benefit most from their investment in their own learning. They are the ones who stand to gain the most.

Ethics and Online Behavior

One important role educators must play as they implement social networking in their pedagogical practices is helping students critique and evaluate appropriate websites and venues. Students also benefit from the opportunity to evaluate their school's policies and procedures in the use of technology, including the school's filtering software (Beach & Doerr-Stevens, (2011). If students have not already been the targets of cyberbullying, they, at least, recognize the impact that such negative behaviors can have on others. Students exercise discretion and maturity when they acknowledge that ability does not always imply permission. Just because they may have the capability to say something unkind or threatening does not indicate permission to do so. Whether or not a website is blocked should not be the ultimate barrier to students in their Internet pursuits (Beach & Doerr-Stevens, 2011).

Trends, Issues, and Uses

Primary Schools

Social networking is not an exclusive practice in the secondary school years. Preschool and primary school students also engage in different venues of social media such as "Webkinz and Club Penguin" (Davis, 2010). When primary school educators refuse implementation of social networking in their classrooms, students are hindered from gleaning the tools and skills they need for their present and future use.

Middle and High Schools

Educators encounter greater challenges to implementation of social networking during the secondary years due to a couple main reasons. First of all, students' values and the process of making good choices are still developing in these years. Students feel empowered to express their independence, however, their moral grid is not yet firmly established. Secondly, many schools have software filters in place to protect students from inappropriate sites and content. These filters often hinder students in their quest for valuable information for their academic endeavors (Davis, 2010).

University and Beyond

One particular study measured the practices and value of social networking implementation in the university setting (Taylor, King, & Nelson, 2012). Over 1300 students were given a survey that asked students three questions about their use of social media and their perspective of its effectiveness (Taylor, King, & Nelson, 2012).

Conclusion

Incorporating the use of social media in the classroom can help to improve student participation and enhance learning. Students are given the opportunity to use technology that they are already familiar with. Technology literacy is a fast growing concept in schools across the world. Teachers have to be ready and willing to take the initiative to incorporate its use into their classrooms. Teachers have to be willing to evaluate the available social media outlets to determine which one will benefit the students in their

classroom. Including social media in the classroom gives teachers a way to expose their students to real world learning. When social media is used correctly in the classroom, teachers can prepare their students to be more creative in the learning process. Using certain tools such as phones or tablets permit teachers and students to even learn on the go. The use of social media gives the teacher the chance to expand learning beyond the classroom. Students are able to access daily assignments, notes, and other pertinent class information at any given moment when social media is used. The use of social media encourages collaboration by students in the classroom. They are not only able to build relationships with their fellow classmates, but also with other students that share similar interests. Social media in the classroom gives students a chance to explore the world around them. Social networking is a classroom teaching strategy that seems to be a growing concept. This strategy has been used to engage students in primary, middle, and high school settings, as well as on the collegiate level and beyond. A teacher that exposes her students to the collaborative advantages offered through social networking prepares them to have a chance at being successful. Social networking media is slowly evolving the same way that many subjects are taught in the educational system (Barczyk and Duncan, 2013, p. 1). Therefore, it is important for teachers to remember that social media can be a powerful educational tool in the classroom.

Exam Questions:
Multiple Choice – please choose the correct answer

1. Which answer below is **<u>NOT</u>** an example of a social media site that could be used in the

classroom?
a. Facebook
b. Twitter
c. Web 2.0
d. Instagram

2. How can students with ADHD benefit from using social media in the classroom?
a. It provides the students with more opportunities to have discussions with other classmates
b. It keeps the students more engaged in tasks involving simulated chat discussions
c. Students are able to remain mobile in the classroom while collaborating
d. Students can isolate themselves from the other students during class discussions

3. How can teachers benefit from using social media in the classroom?

a. Connecting with other educators to share best practices and brainstorm creative ideas

b. Connecting with other students to post and share grades

c. Set limits on which students can respond to certain questions

d. Develops confidence to participate in cooperative learning

<u>Essay Questions</u> - please answer these questions after a cursory read of "Education and Social Media"

4. What are common concerns in the implementation of social networking in the educational realm?

5. Why is it important to consider implementing social networking in the educational realm?

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