InstaLearn: a snapshot of academics’ perception and use of social media

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Academics’ perception and use

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n = 25
Context

Brown, 2012
Rambe & Nel, 2015
Survey

- Previous and current use of social media, inside and outside teaching
- Perception of social media as used in own in teaching
- Perception of social media as used in teaching in own field generally
- Demographics
Interviews
Personal use and use in learning & teaching

Do you currently use social media at work, home or elsewhere?
Use of social media in learning & teaching
I do it as a palliative to the way in which the discourse of management and work tends to be overly idealistic...and I want the students to realise and remember that they’re in a privileged position compared to the majority of people across the world.
Users of social media: positively worded perception questions

- Students are more likely to engage in interactive learning when social media is incorporated
- Social media improves and facilitates communication with students
- Social media improves and facilitates communication with students
- Using social media in my teaching improves student feedback
- My students are more motivated due to the incorporation of social media
- New methodological possibilities arise in my teaching due to the incorporation of social media
- My students perform at a higher level due to the use of social media in my teaching
- Using social media in my teaching implies the development of student competencies

Legend:
- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
So if you want to get them engaged, get them something where they’re using Instagram or Twitter or looking at websites and looking at Facebook
All respondents: positively worded perception questions

- Students are more likely to engage in interactive learning when social media is incorporated
- Most academics are capable of effectively incorporating social media into their teaching
- Social media improves and facilitates communication with students
- Using social media in teaching improves student feedback
- Students are more motivated when social media is incorporated into teaching
- The incorporation of social media in teaching allows new methodological possibilities
- Students perform at a higher level when social media is used in teaching
- Using social media in teaching implies the development of student competencies

Legend:
- Blue: Strongly agree
- Orange: Agree
- Green: Neither agree or disagree
- Light blue: Disagree
- Dark blue: Strongly disagree
Most positive responses: new methodological possibilities

The incorporation of social media in teaching allows new methodological possibilities (all respondents)

New methodological possibilities arise in my teaching due to the incorporation of social media (social media users)
Most negative responses: distracts from learning objectives

The use of social media for teaching may distract academics from the main learning objectives (all respondents)

The use of social media for teaching sometimes distracts me from the main learning objectives (social media users)
Perceptions of academics’ social media capabilities

Most academics are capable of effectively incorporating social media into their teaching (all respondents)

I consider myself capable of effectively incorporating social media in my teaching (social media users)
I would counsel somebody towards being cautious and dipping their foot in carefully.

Don’t be afraid of social media. It’s coming—it’s here whether you like it or not.
No correlation

- Age
- Years teaching experience

- Personal use
- Use as a learner

- Learning & teaching use
- Perception
Correlations

Past use of social media in learning & teaching

Current learning & teaching use Perception

Most perception questions

Most perception questions
Overall perception as related to use

- Strongly agree
- Agree
- Neither
- Disagree
- Strongly disagree

- Never used social media in teaching
- Used social media in teaching
Jisc Student digital experience tracker

Spring 2017
On campus: $n=958$
Online: $n=37$
[In your own learning time,] how often do you use digital tools or apps to...Discuss your learning informally on social media

- **Online**
  - Weekly or more: 20%
  - Monthly or less: 50%
  - Never: 30%

- **On campus**
  - Weekly or more: 50%
  - Monthly or less: 20%
  - Never: 30%
Free response: social media mentions
2% of 2000 coded responses

- Useful: 36
- Don't want: 6
Free response: social media mentions

- Useful: Facebook: 25
- Useful: other: 11
- Don't want: 6
‘a digital tool or app you find really useful for learning’

Facebook...
...group chats to talk about group projects with the group members
...organising group work is far easier with this app
...to chat to friends about work
...having a facebook page with all the students on my course
...for discussing problems with peers
...group chats for discussing group presentations
...I can discuss things with people on my course

Total of 14 mentions across all faculties
‘a digital tool or app you find really useful for learning’

WhatsApp, Lync, Skype

Facebook Messenger...
...for group discussions
...group across class
...for communicating with course friends regarding the work.
...for discussing the subject with friends
...really useful in comparing notes from lectures and organising work for tutorials
...to discuss learning with others on course

Social media. Being able to ask class mates for help whenever I'm struggling with a topic is very useful.

First-year in the Science Faculty

Total of 11 mentions across all faculties
‘a course digital activity that you have found really useful’

- Discussion via Twitter
  - Master’s student in the Arts & Humanities Faculty

- Group discussions via social media
  - Second-year in the Arts & Humanities Faculty

- Using social media to complete work together
  - Second-year in the Science Faculty

- Tweeting of course-relevant articles and speeches by the lecturer
  - Master’s student in the Arts & Humanities Faculty

- Social media to share files and discuss work with course-mates
  - Second-year in the Science Faculty
‘what one thing should we DO?’
‘what one thing should we **NOT** do?’

**Involve more social media**  
*Second-year in the Arts & Humanities Faculty*

**Make social media more relied upon**  
*Master’s student in the Arts & Humanities Faculty*

**Integrate with social media as it would increase distractions**  
*First-year in the Science Faculty*

**Rely on social media some students choose not to be a part of this.**  
*Second-year in the Social Sciences & Health Faculty*

**Do not make it compulsory to interact with social media...I’m 24 yet I don’t have a Facebook account.**  
*Master’s student in the Arts & Humanities Faculty*
Summary
Staff use of social media

Online transmission and offline interaction

Concern for student privacy
Student use of social media

Self-initiated activity considered ‘useful’
Should not be ‘relied on’ or ‘compulsory’
Personal use does not necessarily translate effectively into educational contexts (Donlan, 2014)
Students should participate in decisions about how they will engage with social media in their learning (Waycott et al, 2017)
Questions & discussion

Images
https://github.com/Ranks/emojione/graphs/contributors
References


