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TRANSFORMING CURRICULUM WITH SOCIAL MEDIA: A THEMATIC ANALYSIS OF AUDIENCE CONTRIBUTIONS TO A CONFERENCE DEBATE

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DEFINITION: SOCIAL MEDIA

“... a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content.”

(Kaplan & Haenlein, 2010, p. 61)

TYPES	EXAMPLES	
Blog	The Huffington Post	huffingtonpost.com
	Boing Boing	boingboing.net
Business networks	LinkedIn	linkedin.com
	XING	xing.com
Collaborative projects	Wikipedia	wikipedia.org
	Mozilla	mozilla.org
Enterprise social networks	Yammer	yammer.com
	Socialcast	socialcast.com
Forums	Gala Online	galaonline.com
	IGN Boards	ign.com/boards
Microblogs	Twitter	twitter.com
	Tumblr	photobucket.com
Photosharing	Flickr	flickr.com
	Photobucket	photobucket.com
Products/services review	Amazon	amazon.com
	Elance	elance.com
Social bookmarking	Delicious	delicious.com
	Pinterest	pinterest.com
Social gaming	World of Warcraft	warcraft.com
	Marfia Wars	marfiawars.com
Social networks	Facebook	facebook.com
	Google Plus	plus.google.com
Videosharing	YouTube	youtube.com
	Vimeo	vimeo.com
Virtual Worlds	Second Life	secondlife.com
	Twinity	twinity.com

Table 1. Types of social media (adapted from Aichner & Jacob, 2015, p. 259)

Twitter: #ASCILITE2016dbt

THE GREAT DEBATE: SOCIAL MEDIA USE IN HE

PROs and CONs

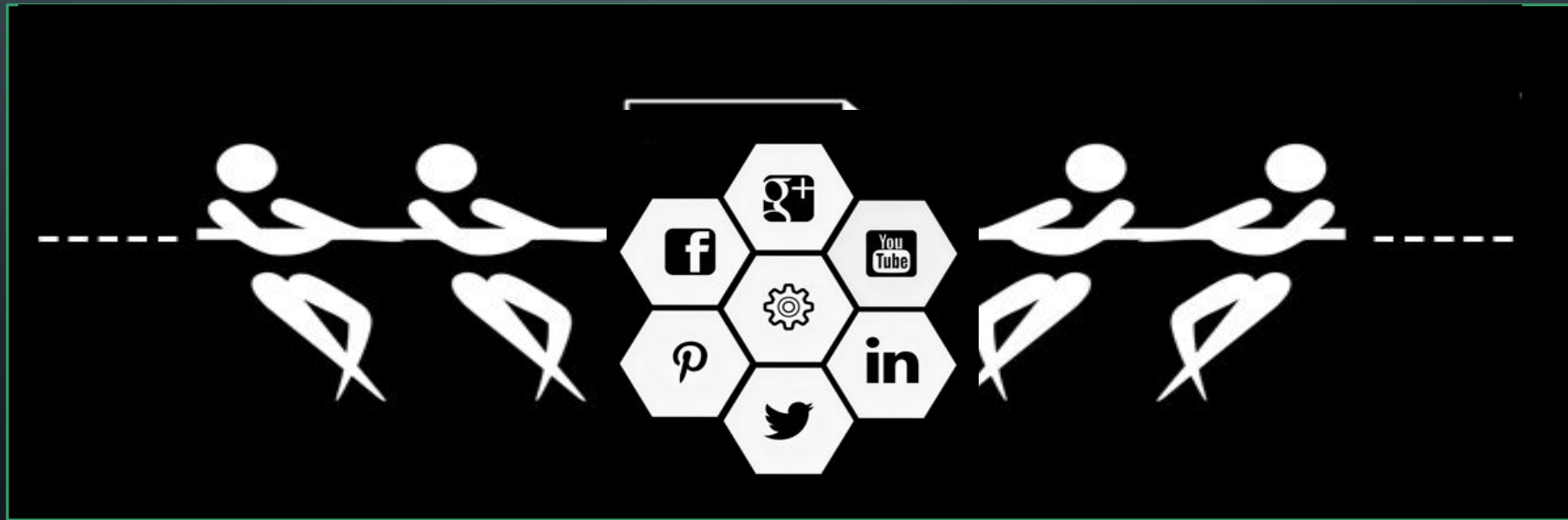


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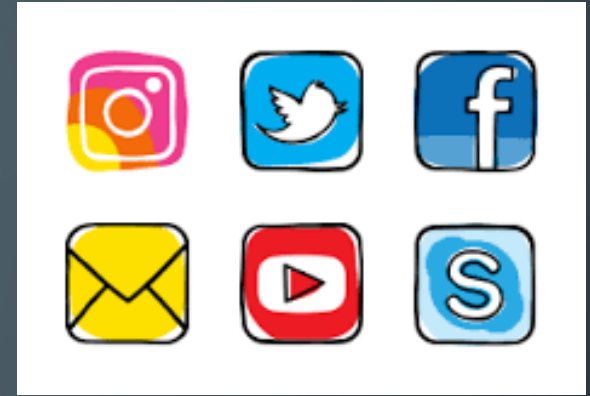
RESEARCH DATA

- Participation located and virtual
- [Persicope live streaming](#)
- [Twitter feed \(tweets\) via Storify](#)



- Thematic analysis of raw data (Clarke & Braun, 2013):
 - familiarisation with the data,
 - coding,
 - searching for themes,
 - reviewing themes, and
 - defining and naming themes.

FINDINGS – INSTITUTIONAL LAG



(<https://www.iconfinder.com/iconsets/colorful-guache-social-media-logos-1>)

- Higher education institutions have been, at best, slow and fairly pedestrian in their adoption of digital media:
 - * *Our institutions are not ready...will they ever be? (via Twitter feed)*
- Instead, perhaps :
 - * *[Social Media] is going to be an important part of lifelong learning and if we think about how the university sector is being disrupted more and more, it could be that degrees and qualifications as we know them might not be there in the next ten years. It might be that students get micro-qualifications and then stitch those together, and then in the meantime, go out and do informal learning online. And we've got to prepare our students for that possibility. (via Persicope capture)*

FINDINGS – SOCIAL MEDIA POLICY



(<http://www.freeiconspng.com/img/1840>)

- A heightened awareness of a lag in the development of social media policies of institutions:
 - * *If the risk of social media use is the main concern, putting your head in the sand and hoping it goes away wont [sic] help. (via Twitter feed)*
 - * *Where does the 'institution' start & where does individual responsibility end??*
(via Twitter feed)
- Perhaps the real issue is instead instituting and managing policy in a way that makes social media use practicable?

FINDINGS - PEDAGOGY



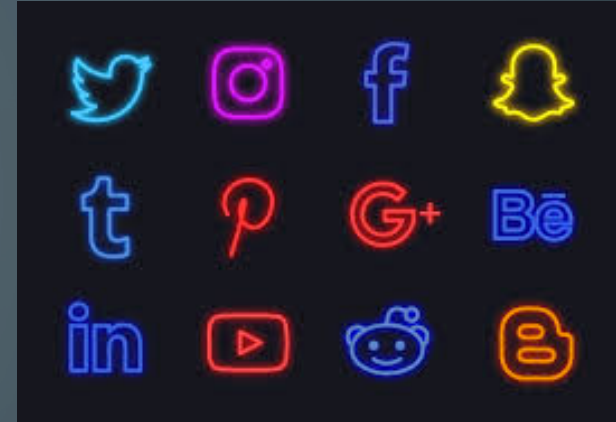
(<http://www.erlen.co.uk/erlens-social-media-icon-set-to-download>)

- Many educators are harnessing social media and adapting their teaching and learning to better connect and engage their students (despite lack of policy):
 - * *Why wait for the institution?? if you are ready and enthusiastic then the students will be too. (via Twitter feed)*
 - * *Social media...the focus is on what you post and the conversations around that, whereas social networks are around the connections you make and the conversations you have. So I think it's important to make that distinction...And to make sure that it is fit for purpose, because it is not always. (via Periscope capture)*
 - * *They [teachers] need to learn about Web 2.0 environments and they need to teach their own students about becoming curators and creators, rather than being passive consumers. (via Periscope capture)*

FINDINGS – STAFF PROFESSIONAL DEVELOPMENT

- The importance of staff professional development in and around the use of social media in HE was raised during the debate:
 - * *Academic staff require more support / training / time in using social media platforms. (via Twitter feed)*
 - * *The biggest con in using social media for highered [sic] is when it's used badly by academics or is just an 'afterthought'. (via Twitter feed)*
 - * *I think as institutions, we need to recognise that our students are going to be using social media anyway...I think we need to recognise that social media is a part of education, whether we like it or not. (via Periscope capture)*
- Social media is here; it is being used for teaching and learning in higher education – whether we like it or not – and so the real concern is how to best manage this, and how best to leverage their potential?

FINDINGS – DIGITAL LITERACIES



(<https://www.vecteezy.com/vector-art/95039-free-social-media-icons>)

- Developing digital literacies is a key graduate outcome for many institutions:
 - * *I feel that I'm empowering my students to be in a community where they can operate outside of me and outside of the university and be empowered to do that. So it's an 'empower and manage' approach, rather than a more guarded approach [to teaching and learning]. (via Periscope capture)*
 - * *Maybe students making and getting called out on inappropriate tweets is a good thing so they learn & understand why that is. (via Twitter feed)*
 - * *If we engage with social media we have the opportunity to help our students become digitally literate. (via Twitter feed)*

RECOMMENDATIONS & CONCLUSION

- Our great debate confirms the high level of interests and importance around the use of social media for L&T in HE.
- ‘Inevitable investments’ HE ought to make to meet the demands of the increasingly digital world we all live in.
- Areas for consideration for moving forward:
 - Institutional/global policies that guide the best practice of using social media for L&T.
 - Development of PD opportunities for both staff and students.
 - Reimagining ‘digital literacy’ as a notion for Graduate Learning Outcome (GLO), 21st century skills.

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THANKYOU QUESTIONS?

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