

Notes from Class Discussion  
9/23/19  
Defining Social Media and Learning  
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*Could we come up with a working definition of “social media” as a class? We could approach this definition several different ways: (a) **through theory** (e.g., informal learning, situational perspectives, social constructivism), (b) **through technical considerations** (e.g., networks built on Internet protocols), and (c) **through practical concerns** (e.g., presence and attention, networking, reputation-building/personal branding), and (d) **other**?*

### Defining Social Media

Controversy about whether Web 2.0 and social media is synonymous

- Technology is a continuum and this distinction sets up a false dichotomy
- Instagram is not as “interactive” as Facebook...so a media could be “social media” on a continuum

What is the primary purpose of the site?

- How we answer can determine if the site is “social media”
- Must have identity or profile - person as important as the content they upload and share
  - Sharing my interests, hobbies, likes, my “Profile”
  - The further away you get from the self (e.g., helping someone on Stack Exchange) the less like social media

### Defining “Learning” on Social Media

- Relationship between online and offline “learning” - do something offline & hashtag it online to connect the two experiences
  - Personal connection to learning
- Formal vs Informal vs In between
- “Social” interaction has to be part of the learning
  - Conversation
  - Just posting a picture is not learning?
    - If you are creating something as you’re doing it where there is space for error in doing it...could be learning...there has to be room for adjustment or debugging or modifications
  - Can just the “thought” of it being social prompt your critical thinking, finding errors
    - so might not be any interaction

- Learning through participation (Sfard) - what is “learning through participation” within social media
  - Learners are actively making connections to others
  - Is “lurking” participation in the same way as overtly engaged learners who post comments, likes, shares
  - The importance of participation online vs offline and the “shifting back and forth where you might lurk in one area and be more present in another”

Can social media help or harm creativity

- How much “lurking” is harmful or hinders

## Part II: Research on Learning and Social Media – Cognitive, Social, Emotional Issues

### Social Network Sites, Microblogs, and Learning Notes from Class Discussion 10/7/19

*W6 Question: Researchers have warned against exploiting social network sites, like Facebook, for learning based on findings related to cognitive and social issues. Other scholars have argued the opposite. Consider this week’s set of readings in the educational research literature. Argue your position (for or against) use of social network sites or microblogs for learning and/or educational purposes using these readings. Ground your claims in evidence from the readings, with citations and page numbers. Anticipate others counter-arguments in your response.*

*Deep and meaningful learning*

*Micro-learning: learning taking place during short periods of time that previously wouldn’t have been used for learning versus just-in-time (learning on demand)*

- *Juggling analogy?*
- *Keeping you “in the water” of what’s happening in the field/professional community/learning community, etc.*
- *Mendeley - sends me related articles (after set up alerts)*

*How would you study that?*

- *Surveys: what students perceive in their social media activity*
- *Tweet out something for one class and not another*
- *Interviews*
- *Social Media Analytics*
  - *What do current API give you?*

- What do we want
  - During a course or outside of a course
  - ESM - everytime you check twitter record what you went there for and what you were doing and maybe what prompted you to go there
- Content analysis

#### *Mandatory social media activity*

- Is that by definition antithetical to “authentic” learning
  - If I don’t see this as part of what I would do than it is not “authentic”
  - But if it’s “good for you” at what point is it beneficial to learning versus harmful

#### *Is Twitter the Suped up Grocery Truck?*

- Is Twitter just the delivery mechanism

#### *Re-thinking Identity: What do we mean by identity? How do we signal or perform or define it?*

- Idea of “permanence” made by your digital traces on social media - our permanence as things that we do and actions we take
- Makerspaces versus social media: maker space satisfaction in creating something that is “permanent” versus the idea of “impermanence” and failure and learning from failure

*W6 Question: Consider the Junco and Ellison readings. Which article’s argument do you find most compelling? What technique(s) does the author use to persuade you of the importance and/or reliability and/or truthfulness and/or accuracy and/or practical impact of his or her findings?*

## **Social Writing, Literacies, and Scholarship**

### **Notes from Class Discussion**

**10/21/19**

*Drawing on your reading of Greenhow & Gleason (2014) and articles that highlight the literacy debates raging today (e.g., Rich, Slater Tate, Ajayi, Mills), what ‘literacies’ do you feel scholar-teachers need to develop to work in modern day work environments, which typically include a blend of teaching and research? Why do you feel these literacies are important? Finally, as you reflect on these readings, what important cognitive, social, or emotional issues do they raise for educational researchers to consider?*

#### *Text structure*

- Bullet pointed with the online news articles versus paragraph form for the printed lit review

#### *Parenting*

- What are today’s childhood experiences going to mean for their learning and development?

- *Limiting screen time because of correlational downsides (obesity, lack of social skills, etc).*
- *Quality screen time may have learning benefits*
- *What would a more nuanced conversation look like?*

### **Scholar-literacies that are needed today?**

- Reading literacies
  - How to read?
    - Being able to navigate the 'hypertext reality'
      - How to read and distill
      - **Critical information literacy**: whether its good or bad data
      - How to use search functions in a variety of contexts (within article~ in a database ~ in Google, etc.)
      - How the media/internet is using/manipulating us - understanding that
        - Economics of 'making money off of my data'
    - Versus reading longform (chapter) all the way through
- **Writing literacies**
  - Create content and costs and benefits of that ~ helping our students understand these
  - Example: is video game play making us more violent
  - Frame the issue in terms of what is happening here or looking at the change or how is this impacting the way students learn (versus this is a bad thing let's prove me wrong)
- Real-time '**micro-learning**'
  - Benefits and costs
  - Gaps are always 'plugged' with something
  - What is the value of being bored?

#### **Social Media literacy**

- Knowing 'technically' how to use it?
- Curating social media presence
- How to connect and network to grow (academic) relationships
- What are all the affordances and constraints of the technology depending on your purpose, intended audience, etc.
- **Scholarly communication literacies**
  - Multi-modal literacies
    - Being able to write for different audiences and with as many people as possible
- **Professional online presence**
  - Do you need to be able to create and maintain an online presence (e.g., some personal website)
  - Maintenance?
  - How valuable is this (what does the research say)? Costs/benefits?

## **Cognitive, Social, Emotional Issues?**