

Weapons of Mass Instruction: The Creative use of Social Media in Improving Pedagogy

Michael Ralph
Southern University at New Orleans, LA, USA

mralph@suno.edu

Lynette Ralph
Xavier University, New Orleans, LA, USA

ralph.lynette@gmail.com

Abstract

Pedagogical approaches in colleges and universities are in a constant state of flux and conscientious instructors are constantly seeking novel strategies for reaching and engaging their students meaningfully to promote deep learning. It is in this context that the instructors at Southern University at New Orleans (SUNO) reached for technology to work more effectively with students to improve student learning. They faced challenges not unlike those encountered by their peers in other similar higher educational institutions. One of the most persistent of such challenges in a large number of institutions is that of reaching and engaging students in active learning so that they learn by doing or being actively involved in learning experiences. The challenges of SUNO instructors were enhanced by the advent of Hurricane Katrina and subsequent storms, which displaced students scattering them away from campus to proximate and distant locations throughout the nation. This paper is a case study that will discuss how SUNO instructors implemented the use of social media for the delivery of instruction to reach and engage these students in a more meaningful manner.

Keywords: Social media, online instruction, instructional tools, Southern University New Orleans (SUNO)

Introduction

The Center for Excellence in Teaching and Learning (CETL) of Southern University of New Orleans (SUNO) was established in 2009, to focus on the use of social media technology to effectively capture the attention of their students and engage them in a more meaningful manner in academic courses and programs. The topics discussed during these sessions are not limited to but include questions such as:

What are some useful best practices in using technology and social media to improve student learning outcomes? What are the advantages and challenges of the use of social media? How does one maximize the benefits of using social media for positive student learning outcomes while

Material published as part of this publication, either on-line or in print, is copyrighted by the Informing Science Institute. Permission to make digital or paper copy of part or all of these works for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial advantage AND that copies 1) bear this notice in full and 2) give the full citation on the first page. It is permissible to abstract these works so long as credit is given. To copy in all other cases or to republish or to post on a server or to redistribute to lists requires specific permission and payment of a fee. Contact Publisher@InformingScience.org to request redistribution permission.

minimizing the limitations, drawbacks and other attendant negatives?

The face-to-face sessions include instructors who had some experience in using social media for teaching, instructors who have never used these tools for teaching and others with limited experience who have experimented with using these technologies. All together these instructors form the SUNO Social Me-

dia Users Group (SMUG). Members, then, are scattered along the continuum from most experienced users to novice users.

Southern University at New Orleans (SUNO), not unlike many small liberal arts universities, prides itself as having a time-honored tradition of teaching excellence. Its relatively small average instructor to student ratio (1 instructor to twenty-five 25 students) makes it possible for instructors not only to know students, but to give more personalized attention when this is required. Thus, though many instructors initially resisted offering fully established online courses and preferred blended rather than stand-alone online courses early in the emergence of social media and online technology, there was no shortage of creativity in the delivery of instruction.

The advent of Hurricane Katrina and subsequent storms, starting in 2005 changed the thinking of instructors about quickly incorporating online instruction using social media. In the aftermath of the storm, over half of SUNO's 3,600 students were dispersed from New Orleans, Louisiana to locations throughout the United States of America; some finding refuge in states as far away as Oregon and California and almost every other state in between. The instructors and administration of the University quickly saw the danger of losing these students permanently if they did not reach them and work with them to continue and complete their programs of study. SUNO assumed an aggressive approach to reach, retain, and recruit students by establishing a department of E-learning and implementing an online curriculum. Instructors were trained and encouraged to meet quality standards for rigorous online courses established by the Sloan Consortium and other highly regarded leaders in the field. Instructors who were successful in this endeavor and met the requisite standards were awarded a wireless laptop and monetary incentives to continue innovating. All online students enrolled were required to complete the SUNO online orientation and the online Knowledge and Skills Mastery Test produced by *Smarter Measures*, to gain fundamental skills for online instruction. At the present time approximately eight years after the 2005 catastrophe many instructors who were initially trained have retired and new instructors have replaced them, thus the need for ongoing training and professional development remains a continuing priority.

Social media in the classroom is particularly relevant to the Millennial Generation (18-29 years of age) of students who are digital natives coming to higher education with extensive experience in social media (Wnakel, 2009). This article provides an overview of the use of the social media in teaching. Facebook, YouTube, and Twitter are discussed with examples of how they can be used to foster robust collaboration among learners and enhance instruction.

The Problem

Existing and new instructors need to develop competencies in emerging technological teaching tools or risk losing the attention, interest, excitement and joy that the learning experience can become for university students. It is essential to help instructors to be increasingly relevant and effective in our growing technology-oriented society. One significant aspect of instructors' development that encourages and facilitates more interaction with the Millennial Generation of students is teaching that utilizes social media innovatively. While traditional face-to-face instruction offers numerous advantages for learning, it is constrained by time and space. Thus, while not ignoring traditional approaches, it is important to focus on social media as a set of additional instructional tools.

Efforts dedicated to instructors' development are essential to adequately prepare new instructors for their teaching roles and to keep experienced instructors up to date with new educational approaches (Barksdale, 2011). Researchers (Cain & Policastri, 2011) have found that when used as a teaching tool, new social media applications may offer distinct advantages for teaching today's students. Researchers have also found that social media in the classroom often result in positive psychological effects (Jackson, 2011). For example, the student who is too shy to participate in a

face-to-face class is more likely to participate through social media (Rankin, 2009). Social media then, has the potential to improve the quality of relationships between instructors and students in terms of personalization of communication and "its greatest strength is to facilitate education related communication between students, offering new opportunities to collaborate and learn outside of the classroom" (Towner & Munoz, 2011, p. 53).

The majority of instructors at SUNO were not traditionally oriented to using social media in the classroom and need continuous professional development to introduce and /or enhance the use of social media as an effective teaching strategy. Thus, the SUNO Center for Excellence in Teaching and Learning (CETL) was established in 2009 to foster greater use of innovative pedagogy methods. An additional purpose is to support, and celebrate communities of scholars engaged in collaborative inquiry to achieve shared intellectual and personal growth. An essential priority of the Center is to integrate social media technology to create a pedagogical tool-box to maximally engage students in successful learning experiences. This study addresses the creative use of social media to engender effective communication, collaboration and associated positive learning outcomes.

Literature Review

Social media can be defined as "interactive platforms through which individuals and user groups create, share and exchange user-generated content" (Kaplan & Haenlein, 2008). Social media has been defined by Kaplan and Haenlein (2008) as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, that allow the creation and exchanges of user-generated content." Social media then, includes the various online technology tools that enable people to communicate easily via the internet and to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications. In today's social space social media is undoubtedly one of the most powerful origins of information and news, and constant updates aided by platforms like Twitter, Facebook, Wikis and Pinterest.

Available research has focused on the use of social media by students for their personal communications and entertainment, (Smith & Borreson, 2010). A recent report from the Pew Research Center (2010) revealed that 73% of teenagers use some form of social networking. Many researchers (Jackson, 2011; Boyd, 2007) believe that social media is here to stay and therefore educators should support these social networks. Thus by incorporating social media into the lives of students in the classrooms, instructors also incorporate the new literacy that has become part of the students' out-of-school lives (Hahn, 2008; Casey & Evans, 2011). Social media platforms enable students to develop content and interact with one another and allow them to build a sense of community (Casey & Evans, 2011). Mason (2008) describes some positive qualities of social media use in the classroom. For example, he points out that using social media in the classroom allows the teacher not only to incorporate multimedia and multimodal texts but also to share these quickly and easily, providing a collaborative learning environment where students can communicate at any time. Boyd (2007) posits that social networking has become part of social learning by which students learn how status in a social group works and how information flows through a community, while acquiring skills they will need in adult life.

Although actively used by students in their personal lives (Smith & Borreson, 2010), the use of social media as a teaching resource in higher education has not been as widespread as expected. A survey of student engagement (FSSE, 2010) surveyed 4,600 instructors from fifty U.S. colleges and universities and reported that more than 80% of the survey respondents were unfamiliar with and never used even the most common social media tools. A survey from Babson Survey Research Group (2011) discussed responses from approximately 4,000 teaching instructors from a range of disciplines. Approximately one-third (33.8%) of these instructors reported using social

media in their teaching – especially blogs and wikis, while 88% used online video. The survey also revealed a generation gap in the use of social media. For example, 41% of those under 35 used social media in their teaching while only 30% for those over 55. There was also a disciplinary gap where instructors in the humanities, arts, applied sciences used social media more than those in the natural sciences and mathematics. The main concern of the research group focused on privacy issues and integrity.

A follow-up survey by Babson in 2012 showed decreased concerns about issues such as privacy, and more enthusiasm about using social media in their teaching. However, they were more likely to use the more popular social media such as blogs, wikis, You Tube, podcasts, and Facebook. Although Twitter (a micro blogging platform) was introduced into the educational setting since its launch in 2006, few professors are using it for teaching. According to a recent survey conducted by Moran, Seaman, and Tinti-Kane (2011), 90 percent of higher education instructors reported awareness of Twitter, but only 12 percent indicated using it for professional purposes and less than one percent used it for classes or student assignments.

Facebook has been described as one of the most popular social networking sites (Mazer, Murphy & Simmonds, 2009). In their most recent report, Facebook boasted of having a membership of over one billion active users (Smith, Segall & Cowley, 2012). Pinterest is another form of social media used by some instructors. Pinterest, which began in 2010, is an electronic bulletin board where users can “pin” images from around the web. These images are then categorized into various boards on the users’ profile. Pins are also shared and searchable, which makes Pinterest a wonderful resource for visual information. Many instructors found Pinterest especially valuable for their highly visual learners and a great organizational tool (Messner, 2012). Messner also shared that by using Pinterest students were able to learn from each other in a step-by-step manner, a) how to create data sets from survey responses, b) How to determine what statistical analysis is best for processing the data, c) How to undertake or “run” the analysis, d) How to interpret the results of the analysis e) How to chart the results, and finally f) How to compose an a clear understandable narrative of the charted results.

Many researchers and commentators have lauded the potential of social media in improvement of instruction (Hughes, 2009; Nellison, 2007, Hew, 2011; Mix, 2010). Harris (2008) emphasized that by using social media tools and technologies, instructors are able to engage students, facilitate learning and improve student-teacher relationships. Supporting the use of social media in teaching and learning, Cain and PolICASTRI (2011) stated that applications like Facebook and Twitter were attractive to college instructors because they offered openness, collaboration, and user-generated content, combined with social media’s immense popularity among college-aged students.

Sawyer and Berson (2004) have shown that years of substantive educational research have demonstrated that collaborative groups contribute to enhanced learning. Other researchers have used critical analysis to explain the collaborative nature of learning and have asserted that far from being an individualistic activity, learning occurs through social discourse and involvement. (Hanson & Sinclair, 2008; Jonassen, Howland, Moore, & Marra, 2003). Other benefits of the collaborative learning that are stimulated by social media are motivation, greater achievement, and positive social outcomes as reported by (Johnson, Johnson, & Stanne, 2000; Snowman, McCown, & Biehler, 2009). Among the findings of these researchers is that instructors can help to facilitate group interactions between students using Social media.

Examples from colleges nationwide that use social media have been particularly instructive for SUNO. The faculty advisory council of the SUNO CETL researched colleges and universities that are creatively and effectively using social media projects. Many of these projects are quite exceptional and serve as good models, worthy of emulation. One of the best examples of these

projects is provided by the University of Texas at Dallas – School of Arts and Humanities (Rankin, 2009). In this example, a Professor of History creatively uses Twitter to teach history to undergraduate students. She discovered that using Twitter increased student participation and student engagement in her course. She also discovered that students who originally felt challenged to contribute and think about the material presented while it is being discussed, were able to readily contribute to discussions in a class with 90 participants using Twitter rather than raising a hand.

Methodology

This study is a case study since its scope is limited to one university. A case study provides the researcher with real-life events in a meaningful and holistic way when the case is not distinctive in its context (Yin, 2003). Unstructured observation and anecdotal stories were used for data collection.

It became a priority to ensure that the instructors at SUNO utilize social media in their instruction. This priority was facilitated by continuous instructors' professional development opportunities. In order to provide these opportunities a Center for Faculty Excellence was developed. Orientation sessions were made available for all instructors at SUNO. Several workshops were conducted to facilitate the teaching of E-learning using Social media. Instructors in this program were encouraged to use social media and to attend all the orientations. The discussions of the initial meeting of this group revealed that the instructors are not equipped to effectively teach using social media and are in need of training. Upon completion of this course, each instructor should be able to, utilize one or more social media platforms for involving students in a significant component of the course content. As an incentive, each instructor who committed to attending all sessions and utilizing social media were given an iPad upon their enrollment in the Social media workshops. Five instructors consistently participated in all the orientation sessions.

To purchase the iPads and to initially fund associated collateral resources, the Executive Director of the CETL successfully wrote and obtained an initial grant from the Higher Education, Board of Regents (BOR) for Louisiana, for \$85, 000. Continuing funding for this project will be acquired by annually seeking additional funding from the BOR, other State agencies and foundations.

Results and Discussion of The SUNO SOCIAL MEDIA Experience

Social Media used By the CETL

After much discussion by the SMUG group, it was decided that the tools to be used should be Facebook, Twitter, and YouTube. This was based on familiarity, popularity and comfort level. Facebook was selected because both research (Mazer et al., 2009) and informal discussion with students revealed that Facebook was the most popular of the social media. SUNO instructors used Facebook in teaching online courses by requiring students to post specific content and have their friends respond, then use a class period, to discuss the responses. For example, one SUNO sociology instructor had each student in his class post a Facebook question to their "Facebook friends" asking if they had elderly relatives in their family or extended family; and if they did, to explain how their elderly relatives obtained supplies of medications during a recent hurricane when roads and facilities were closed. The responses to this inquiry resulted in a lively course discussion about how social networks could be identified and used effectively particularly during times of crisis. Even shy students actively participated as borne out by Jackson (2011), who observed that shy students have expressed that they liked using Facebook because it allowed them to think before responding. In face-to-face situations these students are often forced to reply immediately.

Twitter researchers have found that students were engaged and when asked to answer questions using Twitter, they felt less pressure even if the answer was incorrect (Rankin, 2009). Some SUNO instructors established college courses with Twitter accounts allowing students to follow instructors or students as they interact with learning concepts and content. The professor often tweets course content related material. Many set up assignments via Twitter.

YouTube videos were also used by SUNO instructors who engage students by showing a video relevant to their lives. They have discovered that these video clips can bring in different perspectives or force students to consider a new viewpoint, thus helping to spark discussions. YouTube also allows instructors to easily distribute lessons so that students who were absent can still view the lessons and those who need to review the material can do so as well. With the concept of the flipped classroom, YouTube videos can be viewed ahead of time in preparation for further discussions. Through YouTube, educators can connect, collaborate and innovate as never before. One professor, for example, used YouTube videos clip to demonstrate and present students with the actual content comprising the presentations and statements of various historical characters. After background discussions and presentations using Prezi and video clips samples of historical leaders in their natural settings, he incorporated a discussion session of student peer-to-peer discussions using twitter for communicating student opinions and their applications of leadership characteristics to the leaders they learned about.

Assessment of the Program

Anecdotal feedback from instructors indicated that the use of social media in instruction was extremely useful and greatly appreciated. Instructors were very specific about the benefits and clearly stated that the quality of the students' work was enhanced by the presence of social media. As a result, at the time of the completion of this article, feedback surveys are being distributed for completion to instructors and students. The findings will be analyzed and published in a forthcoming article.

Initial Findings

Useful Practices

In discussing the first question, what are some useful best practices in using technology and social media to improve student learning outcomes? SUNO faculty unearthed research which showed the college instructors are increasingly using social media to support teaching and learning activities. For example, some are encouraging students to use blogging platforms such as WordPress for the development of e-portfolios, an important, assessment tool in higher education (Rosen & Nelson, 2008). Others are using Twitter to stimulate student engagement (Rankin, 2009), while still others are using wiki software such as PB Works, to engage students in collaborative projects that support the creation, editing, and management of content (Hazan, North & Moreland, 2009).

Advantages

Considering the second question, what are the advantages and challenges to using social media, the experience showed that there are certainly many benefits and challenges to the use of social media. The discussion revealed that the benefits of using social media in the classroom, include greater engagement, greater interest, students taking more control and responsibility for their education. Instructors also observed that the use of social media promoted collaboration and enhanced working with peers. This is consistent with the findings of Mason (2008) and Cain and Policastri (2011).

Challenges and Potential Solutions

In this section, the researchers will discuss the problems and posit possible solutions. According to the anecdotal discussions, the challenges identified were, the inordinate amount of time spent on class preparation, the costs associated with implementation in Social media and the uneven access to technology.

Time spent on class preparation

When asked informally about the challenges of using social media in the classroom four out of five instructors expressed that their preparation for classes had become much more time-consuming. Thus anecdotal data suggested that (80%) of instructors were concerned about the time spent on class preparation when using social media. Accordingly, it takes much more time for an instructor member to comment on a Facebook entry Supporting this observation, Harris (2008) observed that it takes more time to comment on a blog or edit a wiki.

Financing technology and social media costs

Educational technological tools like social media have arrived in the higher education sub-culture with attendant and escalating costs, simultaneously with increasing general institutional operational costs. Challenging trends in total institutional appropriations for colleges and universities indicate a reduction in the revenues at most institutions including SUNO. As a consequence there is increased reliance on scarce external funding for professional development and innovations in pedagogical approaches. Traditionally sources of possible funding for colleges and universities have trended downward since 2008. These include state resources, federal and corporate funding and foundation grant funding. Recognizing the need for continued funding for the costly technology needed, the Executive Director of the SUNO CETL applied for and received modest technology funding from the State of Louisiana Board of Regents for Higher Education. This is currently supported with supplementary institutional funds and funding awards from collaboration with other New Orleans universities. The Center continues to be active in grant writing and other collaborations to sustain the funding needed to defray the costs for technology and social media.

Uneven access to technology

While increased Internet adoption and the rise of mobile connectivity have reduced many gaps in technology access over the past decade, for some groups digital disparities still remain. Access to technology is crucial to student learning and success in our schools and universities. Instructors and students have to be provided with the skills to excel in such an environment. In the absence of technological skills existing societal gaps will continue to widen, causing disadvantaged students, instructors and institutions to be left behind. It becomes critical that student learning outcomes be in the form of opening and creating opportunities for all learners, regardless of their backgrounds. During SUNO's initial experimentation with social media, it was observed that not all SUNO students had ready access to technology. Some of them did not own computers or smart phones and relied on the SUNO campus facilities or their local public library facilities. This is not surprising since research shows that one in every four teenager owns a smart phone (Pew Report, 2010).

Obtaining the technology needed to provide deep learning for all students will depend on leveraging the funding needed for its costs. SUNO is committed to pursuing all options to help augment existing resources. Just as successful grants have facilitated the purchase of resources for instructors, additional funding must be sought to supplement resources for students on an as needed basis.

Continued faculty professional development in the use of technology.

Far too many university instructors lack the skills necessary to model effective technology use in their university courses. This situation needs to be mitigated by effective instructors' development programs addressing this concern. SUNO has therefore made the commitment to be much more focused on the development and implementation of professional development programs to assist instructors in the integration of technology into courses to more actively engage their students in more active learning.

Limitations and Future Considerations

Limitations

This research is limited because it reflects only one attempt to study one small group of five instructors and 125 undergraduate students at a single university for the limited time of one year. In future studies more instructors and students would be encouraged to use social media in several courses. At the time of writing, the CETL is conducting a survey research of the instructors and students who are beneficiaries of the Center's programs and activities to determine the value added by these services to the campus operations. This research and evaluation will be continuous and will help to determine the cost/benefit of sustaining its operations. The intent is to use the results of these activities for continuous improvement of operations and to showcase the benefits and effectiveness of the Center in raising on-going funding for continuous activities.

Future Directions

As technology advances in higher education SUNO will continue to embrace and put emerging technologies to creative use. Other types of social media will be explored, but attempts must be made to utilize new and emerging technological applications in attempts to provide a more beneficial learning experience for students. These technologies must simultaneously relate to course concepts while engaging and exciting students about technology. One emerging technology with the potential to have a large impact on teaching and learning within education worldwide, according to the Horizon Report (2011), is the Personal Learning Environments (PLEs). Researchers, Dabbagh and Kitsantas (2011) extensively discuss PLE and suggest that it is a potentially promising pedagogical approach for both integrating formal and informal learning using social media and supporting student self-regulated learning in higher education contexts.

Another emerging technology that has the potential to both engage and excite is Augmented Reality (AR). Johnson et al. (2011, p. 161) have defined AR as "the addition of a computer-assisted contextual layer of information over the real world, creating a reality that is enhanced or augmented. Researchers, (Thornton, Ernst & Clark, 2012), have described AR as a visual and spatial learning tool, and pointed out that AR has the potential to be incorporated in not only Science, Technology, Engineering, and Mathematics (STEM) education, but across all disciplines. The use of AR enables students to analyze, detect errors and trouble shoot thus leading to problem solving. Thus AR enhances the opportunity for teachers to engage students and create a richer learning experience.

Conclusion

The use of social media in the college and university classroom is an important and emerging trend that assists educators to continuously adopt interactive technology to facilitate greater student engagement with course content, while maintaining dynamic interaction with other learners. The case is especially more compelling for shy students and helpful for those with different learn-

ing styles. This approach helps to increase participation and promotes greater collaboration and deeper learning. The challenge for professors is to incorporate the media that is best suited for explicating difficult or complicated concepts. Media such as Twitter, Facebook and Pinterest when incorporated as part of the delivery of instruction, motivates students to contribute more substantively in classroom discussions and demonstrations of the application of concepts learned, and student collaborative participation is enabled (Camplese & McDonald, 2010).

SUNO took advantage of a natural disaster to implement and enhance the use of social media in its classrooms. Instructors were trained and while some were wary, others enthusiastically embraced these tools as a means of improving instruction. With the acquisition of grants to enable the purchasing of technology and the instructors training sessions, social media continues to help to maximize student learning outcomes and teaching effectiveness in this university setting. Improvement in instructional practices through dynamic means of delivery remains a central consideration to educators. As SUNO considers its future, PLEs and AR are emerging technologies that offer a strong possibility as learning tools, and present current and future educational possibilities along with complementary technologies being continuously created.

Leading colleges, universities and their educators having realized the tremendous benefits and utility of social media have incorporated them in unique, enjoyable and novel intellectual experiences to maximize student learning outcomes. As the benefits and payoff of social media and the Internet become more apparent, social media is becoming more of a mainstream learning experience. It proves useful for facilitating more student engagement and interaction. Jackson (2011) expressed it succinctly when he said, “social media is a part of kids’ lives...either we acknowledge it exists and allow ourselves to be part of the conversation, or it’s one more way school becomes irrelevant to kids...Any tool is a weapon if you hold it right.”

References

- Aspey, S. (2010). *Sociable professors*. Retrieved from <http://www.prweb.com/releases/2010/05/prweb3960844.htm>
- Babson Survey Research Group (2011). *Survey Reports*. Retrieved from <http://www.babson.edu/Academics/centers/blank-center/global-research/Pages/babson-survey-research-group.aspx>
- Baker, S. C., Wentz, R. K., & Woods, M. (2009). *Using virtual worlds in education: Second Life_R as an educational tool*. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/00986280802529079#preview>
- Barksdale, D. J., Woodley, L., Page, J. B., Bernhardt, J., Kowlowitz, V., & Oermann, M. H. (2011). Instructors development: Doing more with less. *The Journal of Continuing Education Nursing*, 42(12), 537- 544.
- Blanketship, M. (2011). How social media can and should impact higher education. *The Education Digest: Essential Readings Condensed for Quick Review*, 76(7), 39-42.
- Boyd, D., & Ellison, N. (2007). Social network sites. Definition, history and scholarship. *Journal of Computer-Mediated Communication*, 13(1). Retrieved from <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>
- Cain, J., & Policastri, A. (2011). Using facebook as an informal learning environment. *American Journal of Pharmaceutical Education*, 75(10), 1-8.
- Camplese, C., & McDonald, S. (2010). Disruptive technologies are a powerful social learning force. Retrieved from <http://www.ed.psu.edu/educ/news/news/jan-march-2010-news-items/disruptive-technologies>

Weapons of Mass Instruction

- Casey, G., & Evans, T. (2011). Designing for learning: Online social networks as a classroom environment. *The International Review of Research in Open and Distance Learning*, 12(7), 1-26.
- Dunlap, J. C., & Lowenthal, P. R. (2009). Tweeting the night away. Using Twitter to enhance a social presence. *Journal of Information Systems Education*, 20(2), 129-136.
- Hahn, J. (2008). Born digital: Understanding the first generation of digital natives. *Library Journal*, 133(13), 105.
- Hanson, J. M., & Sinclair, K. E. (2008). Social constructivist teaching methods in Australian universities: Reported uptake and perceived learning effects: A survey of lecturers. *Higher Education Research and Development*, 27(3), 169-186.
- Harris, K. (2008). Using social networking sites as student engagement tools. Retrieved from <http://diverseeducation.com/article/11837>
- Hew, K. F. (2011). Students' and teachers' use of Facebook. *Computers in Human Behavior*, 27(2), 662-676.
- Hughes, G. (2009). Social software: New opportunities for challenging social inequalities in learning? *Learning, Media and Technology*, 34(4), 291-305.
- Jackson, C. (2011). Your students love social media... and so can you. Retrieved from <http://www.tolerance.org/magazine/number-39-spring-2011>
- Johnson, L. Smith, R., Willis, H., Levine, A., & Haywood, K. (2011). *The 2011 Horizon Report*. Austin, TX: The New Media Consortium. Retrieved from <http://net.educause.edu/ir/library/pdf/HR2011.pdf>
- Jonassen, D. H., Howland, J. L., Moore, J. L., & Marra, R. M. (2003). *Learning to solve problems with technology: A constructivist perspective*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Kaplan, A., Haenlein, M. & Mason, R. (2008). *E-learning and social networking handbook: Resources for higher education*. New York: Routledge.
- Lenhart, A., Purcell, K., Smith, A., & Zickuhn, K. (2010). Social media and mobile internet use among teens and young adults. Retrieved from <http://pewresearch.org/pubs/1484/social-media-mobile-internet-use-teens-millennials-fewer-blog>
- Mason, R. (2008). *E-learning and social networking handbook: Resources for higher education*. New York: Routledge.
- Mazer, Murphy, & Simmonds (2009). The effects of teacher self-disclosure via Facebook on teacher credibility. *Learning, Media and technology*, 34(2), 175-183.
- Messner, K. (2012). Very Pinteresting! *School Library Journal*, 58(7). Retrieved from <http://search.proquest.com/education/docview/1022612286/13CA79082006EA491FE/1?accountid=13772>
- Mix, K. K. (2010). *Online social networking: Exploring the relationship between use of Web-based social technologies and community college student engagement*. Retrieved from ProQuest Digital Dissertations. (ATT 3438529).
- Moran, Seaman, & Tinti-Kane (2011). *Teaching, Learning and Sharing: How Today's Higher Education Instructors Use Social media*. Retrieved from Pearson Social Media Survey at <http://www.completionmatters.org/resource/teaching-learning-and-sharing-how-todayE299s-higher-education-instructors-use-social-media>
- Pew Internet and American Life Project (2010). *Social media and Mobile Internet use among teens and young adults*. Retrieved from <http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx>
- Rankin, M. (2009). Twitter Experiment Retrieved from <http://www.utdallas.edu/~mrankin/usweb/twitterconclusions.htm>

- Rutz, C., Condon, W., Iverson, E. Manduca, C. A., & Willett, G. (2012). Instructors professional development and student learning: What is the relationship? *Change the Magazine of Higher Learning*, 44(3): 40 - 47.
- Sawyer & Berson (2004). Study group discourse: How external representations affect collaboration. *Linguistics and Education: An International research Journal*, 15(4), 387-412.
- Schachter, R. (2011). *The social media dilemma*. Retrieved from www.DistrictAdministration.com
- Smith, A., Segall, L., & Cowley, S. (2012). *Facebook reaches one billion users*. Retrieved from <http://money.cnn.com/2012/10/04/technology/facebook-billion-users/index.html>
- Smith, S., & Borreson, J. (2010). *ECAR study of undergraduate students and information technology* (Research Study, Vol. 6). Boulder, CO: EDUCAUSE Center for Applied Research. Retrieved October 5, 2012, from <http://www.educause.edu/Resources/ECARStudyofUndergraduatestudent/217333>
- Snowman, J., McCown, R., & Biehler, F. (2009). *Psychology applied to teaching*. Boston, MA: Houghton Mifflin Co.
- Thornton, T., Ernst, J. V., & Clark, A.C. (2012). Augmented Reality as a visual and spatial learning tool in technology education. *Technology and Engineering Teacher*, 71(8), 18- 21.
- Towner, T., & Munoz, C. L. (2011). Facebook and education: A classroom connection? In C. Wankel (Ed.), *Educating Educators with Social media* (Vol. 1, pp. 33-57). U.K.: Emerald Group publishing Limited.
- Wankel, C. (2009). Management education using social media. *Organization Management Journal*, 6(4), 251- 262.
- Yin, R. (2003). *Case Study Research: Design and Methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Biographies



Dr. Michael Ralph is a former Southern University System interim Vice President for Academic and Student Affairs. During his tenure at Southern System he served as the Chief Academic Officer of the Southern University System and its 5 campuses. Other duties and Responsibilities included his service as the Director of the Center for Excellence in Teaching and Learning, earlier at the System level and later at the Southern University at New Orleans where he is currently on staff.

As a former faculty member in a teacher training program he maintains an abiding interest in pedagogical approaches of university faculty and the infusion of technology in the delivery of instruction to maximize deep learning among students. He believes in structured and continuous professional faculty development for university faculty. His teaching philosophy is centered around making university learning experiences of the highest quality, stimulating, highly participant, and enjoyable for both students and faculty.



Dr. Lynette Ralph obtained a BA degree from the University of the West Indies (U.W.I.), an MS (Library & Information Science) from Pratt Institute, an MPA from University of Baltimore, and a PhD in Information Science from Nova Southeastern University. Lynette currently serves as Library Director at Xavier University. Prior to joining Xavier, Lynette served as Assistant Director of Southeastern Louisiana University, Associate Director for Public Services at Mercer University, and Associate Director for Access Services at University of Maryland Health Sciences Library. Lynette's areas of interests include Library Administration, emerging technology, and effective and innovative methods of delivering library services. She is the author of *Knowledge Management and Libraries: An Annotated Bibliography*, and has published in several journals including *College and Undergraduate Research Libraries*, *Journal of Information*, *Information Technology, and Organizations*, *Journal of Library Administration*, *International Journal of Doctoral Studies*, and *Electronic Journal of Academic and Special Librarianship*.