The Learning Impact of Social Networking

Presented by: Prof. Doug VOGEL
City University of Hong Kong, Hong Kong
Definitions

F Odyssey - a long wandering or voyage usually marked by many changes of fortune

F Learning – knowledge or skill gained through schooling or study

F Teaching – the activities of educating or instructing that impart knowledge or skill

F University - an institution of higher learning providing facilities for teaching and research

F Education - the result produced by instruction, training, or study
Support for Learning

Content

Technology

Process
Technology Support for Learning is not new!
The Persuasive Impact of Presentation Visuals

- Hovland’s learning model of persuasion
  - Attention, yielding, comprehension, retention
- Perceptions of the presenter
- Thesis research supported by 3M
  - Provided film versions on time management
  - Gave access to their expertise
- Laboratory experiment
- Presentation visuals work!!
Positive Presenter Perceptions

- Prepared
- Concise
- Professional
- Clear
- Credible
- Interesting

BUT – if you are a better presenter, you need higher quality presentation visuals
The significant problems we face cannot be solved at the same level of thinking we were at when we created them -- Albert Einstein
Transition in Education

From the ....
“Sage on the Stage”

To the ..... 
“Guide by the Side”

Through content and process innovation

Supported by technology
If you tell me,
I will listen.
If you show me,
I will see.
If you let me experience,
I will learn.

Lao Tzu
Collaborative Technology

- Any single technology (audio, video or data) is insufficient to address the learning interests of a broader population.
- Each technology has strengths and weaknesses.
- When integrated in a setting, technology enables a powerful collaborative learning environment.
University of Arizona
Wide Range of Software

- Group Support Systems
  - Idea generation, organization and voting
- Google +
  - Self-forming groups and sharable docs
- Products used in commercial contexts
  - SAP, Oracle, Accounting packages
- Disciplinary centric packages
  - Economic databases, statistics
- Anything that helps you!!
Keys to Success

F Connectivity
F Value added for students
   – access, content, format, interaction
F Value added for faculty
   – learning productivity, rewards
F Value added for institution
   – recognition, efficiencies
F Attention to innovation diffusion
   – participation in creation, ongoing support
Distributed Learning

- No longer can we expect students (or instructors) to always be in the same place at the same time.

- Numerous benefits to different-time and/or different-place learning:
  - Students can pick their time / place / pace
  - Instructors can leverage special environments and learning activities
  - Institutions can make extended use of existing facilities and better sustain impact
The architecture of e-Learning
- the extended enterprise -

3rd Party providers
(Other Uni’s, Publishers, Web services)

Back Office
- Student Information Systems
- Course Content Development
- Content Management
- Resource Systems (ie Library)
- Human Resource Management

Delivery
- Learning Mgmt Syst
  - Content
  - Test/Assessment
  - Sequencing
  - Tracking
  - Learner Profiles
- Learner Interactivity
  - Conferencing
  - Online interaction
  - Collaboration
- Multimedia
  - Video
  - Audio
  - Simulation

Business Intelligence
(Statistical Info, AI, Performance Metrics, forecasting)

Integration
(Standards: SCORM, IMS, XML)

Portal

- PC / Browser
- PDA / Tablet
- Mobile/Cell

3rd Party providers
(Other Uni’s, Publishers, Web services)

- Student Information Systems
- Course Content Development
- Content Management
- Resource Systems (ie Library)
- Human Resource Management

Delivery
- Learning Mgmt Syst
  - Content
  - Test/Assessment
  - Sequencing
  - Tracking
  - Learner Profiles
- Learner Interactivity
  - Conferencing
  - Online interaction
  - Collaboration
- Multimedia
  - Video
  - Audio
  - Simulation

Business Intelligence
(Statistical Info, AI, Performance Metrics, forecasting)

Integration
(Standards: SCORM, IMS, XML)

Portal

- PC / Browser
- PDA / Tablet
- Mobile/Cell
Teacher and Learner Productivity

- Content owners control with whom they share
  - By course / Setting individual permissions
  - Issuing passes to approved non-system users

- Versioning
  - Check-in / check-out capabilities
  - Content tracking and workflow activities
  - Workgroup collaboration on docs and projects

- Learning object repository and catalog

- Full-text system-wide searching
  - Can include metadata / content properties
Why Content Management?

- Separates content display from management
- Customized knowledge management for academia e.g., seamless library access
- Integrated global learning resources
  - Publisher repositories
  - Sharable learning objects
- Version control / Permission maintenance
- Searching / Direct linking / eReserves
- Program support / Interface customization
- Life-long learning portfolios
Integration with the Library

- Integrating collections into online learning
- Content owner, instructor or librarian control
- E-Reserves with copyright protection
- Library support for copyright clearance
- System protected links (updating/continuity)
- Metadata tagging for unstructured content
- Links to subject-specific collections
- Integrated search support
- Anytime anywhere accessibility
Blended Learning

- Mix of in-class and distributed activities
  - Traditional lectures
  - Individual off-line activities
  - Virtual teams for global engagement

- Shared instructional opportunities

- Can synergize research and teaching

- Strong student appeal

- Institutional encouragement

- Wide range of technological support
HKNet Project

- Cross-cultural 8-10 person teams
  - Hong Kong - part-time MScEC students
  - Netherlands
    - Eindhoven - full-time software engineering
    - Tilburg - MIS graduate students
  - US / France / China
- 7 week multi-phased structured project
  - Divergence, convergence, product delivery
- Portfolio of technological support
  - Synchronous and asynchronous
  - Audio, video and data
Local Support Facilities
Virtual Team Issues
Think Mobile

More than just a technology
Cultural & Usage Shift
Unlimited Expansion

- VGA
- Camera
- Bluetooth
- GPS
- Wireless Lan
- Barcode Scanner
Portfolio of Mobile Applications

In the classroom

- On-the-spot quizzes & learning materials
- Taking attendance
- Providing classroom feedback
- Collaborative learning

Out of the classroom

- Interfacing with Blackboard
- E-organization extension
- Edu-tainment
- Field trip support
About eToken

eToken is a system jointly developed by the Faculty of Business and the Department of Information Systems to model real-life transactions over the Internet. In this simulated environment, users earn tokens by completing certain tasks and receive products in exchange for these tokens.

[more...]

News

The crossword template named 'E-Commerce - Lecture 11' has been added.
2005-11-24 4:08:33

The solution for the crossword template named 'DSS - Lecture 10' has been added.
2005-11-24 4:08:26

The crossword template named 'DSS - Lecture 10' has been provided.
2005-11-24 4:00:12

PDA Download

e-Tips
Download e-Tips

Crossword Puzzle
Download puzzle

Current Ranking

1. LO Wan Sze Wendy 1600
2. DENG Pei Si 1200
3. TONG Wing Kai 1200

Login to eToken with your eToken account

ID: [input]
Password: [input]
Login

Top Three Finalists will be awarded with

- PARKnSHOP coupons
- Book store coupons
Conclusions

F Over time, emphasis moves from individual to more systemic initiatives and, ultimately, policy consideration
F Key consideration is how to keep faculty effectively engaged as technology changes
F Mobile use is a sustaining innovation to students but a disruptive innovation to many faculty and institutions
F Need to provide special focus on working with instructors in the evolution of pedagogy
Online Social Networking
Facebook

- Wildly popular with students
- In November 2007, Hong Kong billionaire Li Ka-shing reportedly invested US$ 60 million in Facebook
- Concerns over privacy and intellectual property rights
- Challenging to administrators
- Little used by educators – yet!
- Appeals especially to social networking
CityU Research Study

**Focus group**
- 14 undergraduates

**Online survey**
- 187 out of 474 undergraduates
- Response rate=39.5%
- Male/Female: 50.9% / 49.2%
- Mean age: 21.4

<table>
<thead>
<tr>
<th>Facebook usage</th>
<th>Mean</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times per day login</td>
<td>4.26</td>
<td>2.82</td>
</tr>
<tr>
<td>Hours per day spent</td>
<td>1.45</td>
<td>1.11</td>
</tr>
<tr>
<td>Total number of friends</td>
<td>212</td>
<td>161</td>
</tr>
<tr>
<td>college students</td>
<td>64</td>
<td>60.3</td>
</tr>
<tr>
<td>other college students</td>
<td>48</td>
<td>48.6</td>
</tr>
<tr>
<td>high school friends</td>
<td>70</td>
<td>72.2</td>
</tr>
<tr>
<td>college staff</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>family members</td>
<td>2</td>
<td>4.3</td>
</tr>
</tbody>
</table>
Results

Online social networking engagement (on Facebook) → Self-efficacy belief → Social learning process → Learning outcomes

- Self-efficacy belief
  - 0.264***
  - 0.246***
  - 0.239***

- Social acceptance
  - 0.246***

- Acculturation
  - 0.231***
  - 0.211***
  - 0.089**

- Learning outcomes
  - Self-esteem
    - R² = 56.8%
    - 0.483***
    - 0.418***
    - 0.297***
  - Satisfaction with Univ. life
    - R² = 47.7%
    - 0.329***
    - 0.165**
    - 0.102
  - GPA-based performance
    - R² = 11.6%
    - -0.034
    - -0.048
    - -0.049

Gender
- Study level
- 0.036
- 0.130**
- 0.083

*p<0.1
**p<0.05
***p<0.01
Practical Implications

For students
- Help to mitigate the superficial gap between networking for leisure and networking for learning.
- Be aware of the possible negative effect of too much engagement on Facebook.
  - "I know some of my friends are addicted to Facebook too much, like in gaming. Somehow it will spend them a lot of time. I am worried about them. I sometimes will tell my best friends ‘Don’t do that’.”
- Older students tend to better find a balance

For educational institutions
- Trust students and offer autonomy to students to learn individually and creatively
- Provide a supportive infrastructure to support social networking activities and thus to increase interactions among students
- Encourage orientation activities on Facebook
Research Opportunities

- Social networking in education
  - Pre-entrance association
  - Team projects
- Utilitarian vs. hedonic perspectives
  - Do work and play mix?
  - What is the role of the instructor?
- Student learning style support
- Pedagogical adaptation (e.g., space vs. place)
- Institutional change
China continues to innovate and lead the world in technology introduction with high levels of global interest and attention which lead to research opportunity.
The e-Reader (R)evolution

- Ownership of tablets, e-readers almost doubles in one month (CNN - 21/1/12)
- Universities announced plans to try bulk purchasing of e-textbooks
- Arrangements give students a better deal
- The toughest part of the negotiations with publishers has been over price
- Publishers would "make more money on this model than they do right now," says Bradley C. Wheeler, Indiana U. CIO
Tablet Computers
iPad app and reading tool offering searchable, interactive, updatable textbooks filled with as many videos, photo galleries, glossaries and study guides as publishers choose to throw in.
Trials at CityU
The Learning Bubble
Challenges

F What’s the “right” balance of tradition vs. virtual in the classroom of the future?
F How will the role of educators change?
   – Dynamic morphing avatars?
   – Motivation for adaptation?
   – Which part of the student’s learning “bubble”? 
F How can learning be best assessed?
F What’s the role of educational institutions?
   – Lead, follow, or get out of the way of change?
   – Plan or be planned for? (Russell Ackoff)
Online Interactions

- Social Presence
- Interaction with Peers
- Setting Climate
- Teaching Presence
- Interaction with Instructors

LEARNING
- Selecting Content
- Supporting Discourse
- Cognitive Presence
- Interaction with Content

What Works (and what doesn’t)

- Use familiar technologies
- BUT make sure they are “modern”
- Use familiar activities
- BUT make sure you don’t impose
- Use interesting functions
- BUT make sure they are integrated
- Make sure you plan
- BUT don’t be overly quick to intervene
- Keep things simple BUT not trivial
Issues

- Authoring Environments
- Pedagogically-driven Application Portfolios
- Learning Motivation (students and staff)
- Instructor Training / Faculty Development
- Infrastructure
- Interface Standards

Learning Management System (LMS)
  - Integration
  - Extension
Still More Issues

- Embedded vs. Non-embedded Use
- Curriculum Revision
- Policy Formation
- “Haves” versus “Have-nots”
- Constructive alignment (John Biggs)
- Evaluation
- Evolution of Pedagogy
- Long-term implications
e-Learning Strategy

- Now a mandate for all Hong Kong universities
- Question of what technology to use and when and how
- Multiple stakeholders
  - Ministry of education
  - Institutions
  - Faculty
  - Students
- Global as well as local implications
The future is challenging, but bright!!
Selected References


Selected References


Selected References


Selected References


Selected References


