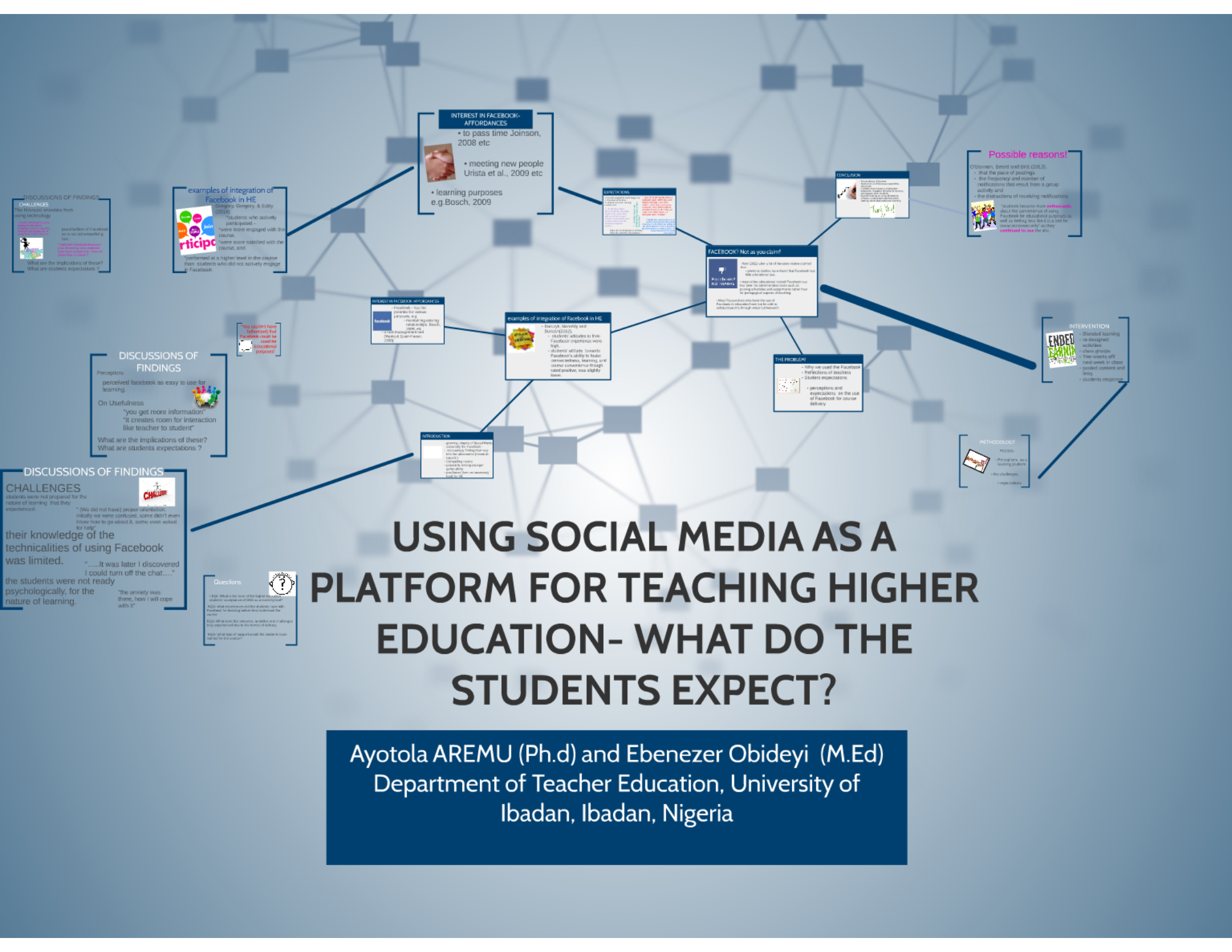


USING SOCIAL MEDIA AS A PLATFORM FOR TEACHING HIGHER EDUCATION- WHAT DO THE STUDENTS EXPECT?

Ayotola AREMU (Ph.d) and Ebenezer Obideyi (M.Ed)
 Department of Teacher Education, University of Ibadan, Ibadan, Nigeria



INTRODUCTION



- growing ubiquity of Social Media especially the Facebook -
- increasingly finding their way into the classrooms (research reports)
- Compelling nature
- popularity among younger generations
- positioned them as necessary tools for HE

INTEREST IN FACEBOOK-AFFORDANCES



facebook

- Facebook - has the potential for various purposes, e.g.
 - maintaining existing relationships. Bosch, 2009; etc
- a task management tool (Young & Quan-Haase, 2009);

INTEREST IN FACEBOOK- AFFORDANCES

- to pass time Joinson, 2008 etc



- meeting new people
Urista et al., 2009 etc
- learning purposes
e.g. Bosch, 2009

examples of integration of Facebook in HE



- Barczyk, Nareddy and Duncan(2012),
 - students' attitudes to their Facebook experience were high.
 - students' attitude towards Facebook's ability to foster connectedness, learning, and course convenience though rated positive, was slightly lower.

examples of integration of Facebook in HE

Gregory, Gregory, & Eddy (2014)

*students who actively participated -

*were more engaged with the course,

*were more satisfied with the course, and

*performed at a higher level in the course than students who did not actively engage in Facebook.



FACEBOOK? Not as you claim!



**Facebook?
NO THANKS**

Hew (2011) after a lot of literature review claimed that

- previous studies have found that Facebook has little educational use.
- most of the educational related Facebook use has been for administrative tasks such as posting schedules and assignments rather than for pedagogical aspects of teaching.
- Most Researchers who favor the use of Facebook in education have not be able to substantiate this through empirical research

Possible reasons!

O'Bannon, Beard and Britt (2013).

- that the pace of postings
- the frequency and number of notifications that result from a group activity and
- the distractions of receiving notifications



“students became more **enthusiastic** about the convenience of using Facebook for educational purposes as well as feeling less like it is a tool for social purposes only” as they **continued to use** the site.

THE PROBLEM!



- Why we used the Facebook
- Reflections of teachers
- Student expectations

- perceptions and expectations on the use of Facebook for course delivery

METHODOLOGY



FOCUS-

- Perceptions as a learning platform
- the challenges
 - expectations

Questions



- RQ1- What is the level of the higher education students' acceptance of SNS as a learning tool?

RQ2- what experiences did the students have with Facebook for learning before they undertook the course

RQ3- What were the concerns, anxieties and challenges they experienced due to the format of delivery

RQ4- What type of support would the students have wanted for the course?

DISCUSSIONS OF FINDINGS

Perceptions

perceived facebook as easy to use for learning.



On Usefulness

“you get more information”

“it creates room for interaction
like teacher to student”

What are the implications of these?

What are students expectations ?

“You couldn’t have fathom(ed) that Facebook could be used for Educational purposes” .



DISCUSSIONS OF FINDINGS

CHALLENGES

students were not prepared for the nature of learning that they experienced.

“ (We did not have) proper orientation, initially we were confused, some didn't even know how to go about it, some even asked for help”



their knowledge of the technicalities of using Facebook was limited.

“It was later I discovered I could turn off the chat....”

the students were not ready psychologically, for the nature of learning.

“the anxiety was there, how I will cope with it”

CHALLENGES

The financial anxieties from using technology

“Another challenge is people buying (mobile phone recharge) cards to subscribe, having to buy laptops too or going to the café to browse”.



peculiarities of Facebook as a social networking tool.

“I don't like Facebook because it is so distracting since materials have been posted on it, I have no choice than to check it”.

What are the implications of these?
What are students expectations ?

EXPECTATIONS

1. In-class support for technology use
2. Provision of facilities
3. Flipped, Blended learning environment

“...in the first class, there could be an online work in the class that will accelerate target. That is, the lecturer post a work online and the students respond online”.

“.... but we should not eliminate the face to face interaction”

What are the implications of these?
What are students expectations ?

“...but I think the faculty needs a computer room. When you were trying to introduce us to this course, some have access to a computer, some (you) might be shocked maybe its IBM they are used to but when there is a computer room. It helps”.

“I would have preferred more of online teaching than classroom teaching; it's boring to me sitting in the classroom for 2 hours but then, the classroom is a major platform of social interaction for brain maturation.”

CONCLUSION



- Preparedness of learners
- Awareness of affordances beyond the classroom
- Activities that enhance collaboration
- Interaction that gives direction to learners, yet engages other students.
- Specific training on using SN tools to enhance collaboration and interactive learning rather than traditional teaching

Thank You!
😊

