



[Thank facilitator for the introduction]

Good evening and welcome to my presentation! Can everyone hear me alright? If so, please give me a smiley face. Thank you!

My name is Macy Ring. I will be sharing with you my masters project: Integrating Facebook into DE and OLE: To Promote Interactive Online Learning Communities. Thank you again for your interest in my project and for choosing to be here with me this evening.



About

Macy J. Ring

TCC

April 19, 2012

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- Studies at UH Manoa, ETEC Masters
- Lives in San Diego, California
- Interested in ICT & social media to humanize DE & OLE, digital-divide, accessibility, universal design



Just a little bit about myself...

I'm currently in my final semester as an ETEC masters student through UH Manoa. I had the opportunity to begin the first 2 years in the F2F program and then to complete the 3rd and final year in the online program. I currently reside in San Diego, CA. My research interests are using ICT and social media to humanize DE and OLE, the digital-divide, universal design and open access to technology and education.

Now, before I begin my presentation, I would like to give you a very quick survey.



How many in the audience have seen or heard this video about Joseph Kony? Please give me smiley face if you have. Thank you for participating! It seems most of you have.

I won't go into details of the video, or the message, but rather, *how* the video became so popular. In only a week, this YouTube video about warlord, Joseph Kony, went viral with over 71 million hits and counting! I first heard about the video through my Facebook friends. This is the power that social media has to enable millions to share information and exchange ideas. YouTube, Facebook, Twitter and the like, are enabling people from all walks of life, cities, and countries to become a single global community for a single cause. Imagine the power of social media joining forces with the power of education to move, teach, and change people, especially in distance education and online learning environments...

Overview

- Introduction
- Background
- Methods
- Results
- Implications & Discussion
- Conclusion



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This evening, I'll be sharing with you a brief introduction to my research project, the background, the methods conducted, the results achieved, the implications and discussion of my findings, and I will conclude with some final remarks.

Please save any questions for the end. Thank you!



Introduction

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- DE & OLE rapidly growing
- Human interactions still important
- Use latest ICT & social media tools
- Online ID module as reusable resource
- Change pedagogy for 21st century learners



I chose to embark on the topic of social media in DE and OL because DE and OL opportunities are increasing FAST. I wondered, are there differences in the experiences of learners in DE and OLE compared to those of traditional F2F classrooms?

From my research, and from simply talking to students and being a student myself enrolled in DE and OLE, if given the option, students would choose to enroll in F2F options over DE and OL. Why is this? There's something in F2F classrooms that students miss when they are in DE and OLE. According to Lev Vygotsky, learning is a very social and very human activity. And so, it makes sense that F2F environments are ideal learning situations for most students.

How can educators use existing ICT tools to enhance/improve student learning experiences to be more like F2F ones? We all know that social media isn't going away anytime soon. I thought, why not experiment and integrate them into our educational tool kits?

For many of us, DE and OLE are the only options because they are convenient, often more affordable and flexible. Therefore, students and instructors must manage, the best they can, their DE and OL

Background

- Enrollment in DE & OLE **increasing**
- **11% increase** in institutions including DE & OL in long-term planning

(Sloan Survey, 2010; Simonson et al., 2012)



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Recent studies have shown that from 2002-2009, enrollment in DE and OLE increased by 19%. Online learning is everywhere. New technologies are making it possible for a wider population to go back to school for a variety of reasons.

Studies have also shown an 11% increase of educational institutions are more and more beginning to include OL into their long-term planning.

These figures are expected to rise as technologies continue to advance.

Background

- Student retention decreasing
- Low completion rates may be attributed to “technical difficulties, a sense of isolation, a relative lack of structure, and a general lack of support”

(Xu & Jagers, 2011)



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Interestingly, with this rise in DE & OL opportunities, studies have also found that actual student retention is decreasing, meaning students are withdrawing from DE and OL programs and courses at a 10-15% higher rate than those students who are in a hybrid/F2F course or program.

Background

- The importance of social presence
- Changing pedagogy for 21st century learners
- Facebook popular among students



(Short, Williams & Christie, 1976; Gunawardena & Zittle, 1997; Simonson et al., 2012; Roblyer et al., 2010; Hewitt & Forte, 2006; Pollara & Zhu, 2011)

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Again, emphasizing here the need to change pedagogy to accommodate the changes in the ways learners learn. Traditional, one-way lecture-style instruction is no longer applicable to DE and OLE. Educators must be creative and experimental. The challenge is to select those tools and strategies that will support learning objectives, not hinder them. New tools and strategies must focus on improving student motivation, participation, interactivity, and increasing student retention.

Educators are challenged to recreate F2F human elements of cooperation, immediacy, intimacy, and interaction that model physical classroom experiences. Immediacy and intimacy are characteristics of social presence. That is the awareness of interaction partners over a communications medium. Good social presence is a heightened awareness of instructors and other students with a very low awareness of the technology medium being used to facilitate the communication.

There are a variety of tools out there, but to begin the discussion about social media in higher education, this research project looks at Facebook, as one example, because of its enormous user base, ease of use, social influence, its facilitating conditions, and community building potential. Specifically, this module looks at the Facebook group page.

Methods

- 17 participants (university-level educators)
- Online instructional module using Weebly
- 25 multiple-choice questions (pre & post), demographic & attitudinal surveys using Google Forms
- Informed by ARCS model of motivation

(Keller, 1983)



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17 university-level educators participated in my online module, most of whom are very familiar with technology and/or teaching in DE or OL. I developed an online ID module using Weebly.com, a free web-based, drag-n-drop website creator that allowed me much flexibility and customization. And it is user-friendly to audiences.

The module contained four sections of instructional content, a pre-test and post-test, a demographic survey, and attitudinal survey. The assessment instruments were created using Google Forms and the data was captured automatically into Google Spreadsheets.

My module was informed by John Keller's ARCS Model of Motivation. Would my module be successful in changing educator attitudes about using Facebook?



Here is a snapshot of the Weebly design interface. I won't go into the details of every page, but I do invite you to visit my module on your own time by visiting the link that you see on the whiteboard.

[Insert link to module into Collaborate chat box: <http://integratingfacebook.weebly.com>]



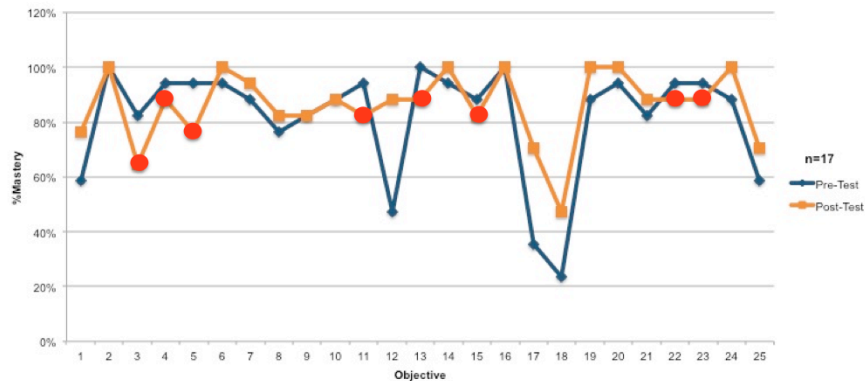
My online module contained three main components beginning with a consent form, generation of a participation ID code, and a pre-test. Next, came the modules, which contained four sections. Lastly, were the post-test and attitudinal survey. Participants took anywhere from 20-40 minutes to complete the process. And the flexible nature of the module allowed participants to take breaks and return later.

Module Section	ARCS Element
1. What is Facebook?	Attention
2. Why Choose Facebook?	Relevance
3. What is Social Presence?	Confidence
4. Towards a “Technagogy”	Satisfaction

As mentioned, the ID module was informed by Keller’s ARCS Model of Motivation. ARCS stands for attention, relevance, confidence, and satisfaction. Each learning section of the module targeted an element of the ARCS model. For example, section 1: What is Facebook?, catches audiences attention by sharing interesting background information about Facebook and use statistics. Each section, or chunk, made the module easy to navigate through and to build upon learned material. The goal of an ARCS-informed module is to change certain behaviors, and so, understanding a particular audience, their needs, and learning styles is important. This should be done in the beginning phases of the instructional design process.

So, was my module successful at changing educator’s attitudes about choosing to use Facebook in their instruction?

Results



Summary of % mastery by objective

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Here, is a graphic summary of the percent mastered by objective or question. There were 25 questions. Overall, participants did well in the module and improved their scores from the pre-test to the post-test. The average score of students went from 20.4 questions answered correctly on the pre-test to 21.5 on the post-test. This obviously is not a very significant increase.

This indicates to me that participants had difficulty with 8 of the questions, noted by the red dots. That after taking the module, participants received a lower score compared to their pre-test score. This led me to believe that the module needs to improve, or reword, its instructional content and the test questions to correlate better with participants' prior knowledge and experiences.

Additionally, some of the questions were too vague, subjective, and broad – they needed to be more specific and scholarly informed. The test question that showed greatest improvement was question 17, which was one that was scholarly referenced and was a fill-in-the-blank type of question.

Discussion

- Participants enjoyed & learned from module
- More audience analysis
- More interactivity: sandbox, Flash demo
- More topics: privacy, self-disclosure, confidentiality, real-world examples



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Overall, participants enjoyed the module and learned a great deal, especially about the differences between a Facebook Group Page from a Fan Page, as one participant had said that was very helpful.

“Much more confident in using facebook in the teaching.”

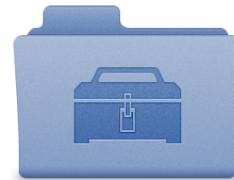
“The most interesting parts of the module were the research that supports FB in the classroom.”

“...it just provide good support, justification and reasons for using it.”

All of these positive comments made me feel really good about my module design; however, there are a few things I would do differently when designing a future, similar module...One participant said, “It is not interactive enough. Needs a more robust tool like HTML 5, Flash, or another animation approach.” More in-depth audience analysis is required for future module design. What are educators’ fears and concerns when adopting new ICT tools for their DE or online courses? Look more into the needs of audience. Revealed to me that my initial audience analysis was weak. Reiterating ARCS, make content RELEVANT. What do they want to know?

Implications

- What are the factors that make a tool **education-worthy**?
- How to keep educators **motivated** to update tool kits, stay current & interested?
- More examples of **successful** implementation



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Some of the questions that rose from this project for me where:

- What are the factors that make a tool **education-worthy**?
- How to keep educators **motivated** to update tool kits, stay current & interested?

These would be good to include in attitudinal and demographic surveys.

It would also be good to create a module on HOW to select an appropriate social media tool for a course. Then, sub-modules of specific social media tools, like this one.

Conclusion

- Facebook, **not** the “be all, end all”
- **Embrace/explore** new tools, such as social media - not going away!
- Experiment and learn **with** students
- Take advantage of “**captive audience**”
- Stay **current**, stay **updated**



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This research project began with a focus on Facebook. Through the process, it became more about social media in general and its place in higher education, specifically as it relates to DE and OLE. Selection of tools comes AFTER learning objectives. Tools are meaningless when students don't learn anything. There is still much skepticism and hesitation to use a tool like Facebook in the classroom. And Facebook is not the be all, end all solution! However, one won't know what the possibilities are if one doesn't try it out.

If it's not Facebook, it will be something else. Technology and social media are not going away. The challenge is for educators to stay current and updated as technology and trends change. This is advantageous for educators so that they can communicate with students using the tools that students are most familiar with. And as Roblyer et al. suggested, take advantage of students as a “captive audience.”

The ID module is by no means perfect but hopefully it springboard toward a discussion about Facebook's, and all social media's, place in higher education.

Questions?



Email mjhuynh@hawaii.edu
ID Module integratingfacebook.weebly.com
e-Portfolio macyhuynh.weebly.com

Mahalo!
Thank You!



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This concludes my presentation. Thank you again for being here with me this evening. I am very happy to take any questions that you may have. Should you have any further questions, please feel free to email me or visit my module and ePortfolio or visit my discussion are in my TCC profile page. Thank you and have a good night.