

# Models for the Successful Integration of Social Networking into the Studies of Digital Native Students

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# Introduction

- Students as ‘digital natives’ - Prensky and others (i.e. Thompson)
- Controversy over generational aspects of term, but acknowledgement of digital preference of students (i.e. Kennedy 2009)
- Despite this, technology sometimes not accepted in the classroom
- This paper explores technology and the link to pedagogy – need more than just a technology-enhanced classroom

# Background

- Thompson (2012): students approach learning using different types of technology
- Sevindik (2009): various pathways to approach a goal
- Makitalo, Siegl, Kohnle and Fisher (2010): new approaches to conceptualise a problem to suit technology

# Background

- Based on this, we (Cowling & Novak, ISANA 2012) developed the Twitter framework based on a model from Human Resources
- Positively received by those that used it, but percentage of students that used it was low
- Our conclusion was that students needed encouragement to use technology and staff needed more training on the use of technology in the classroom

# Conceptualising Social Networking into Pedagogy

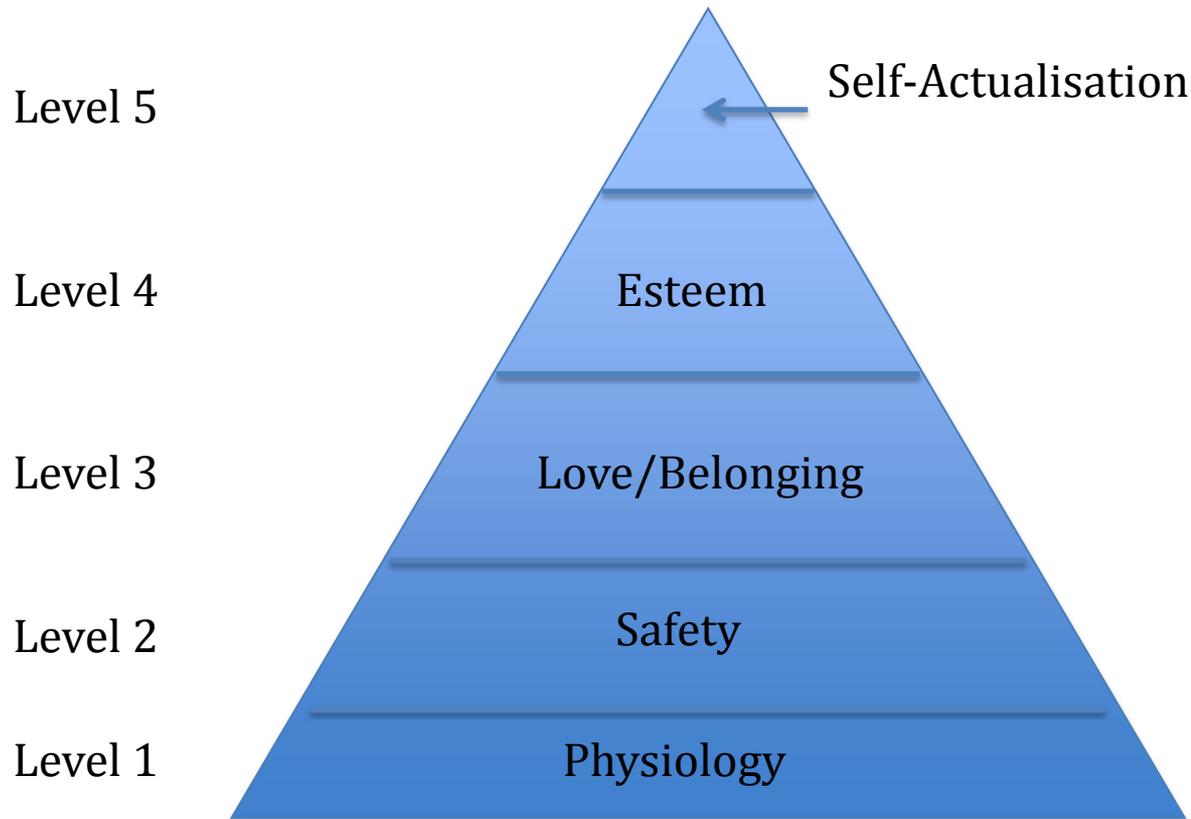
- Twitter trial gave me pause
- Could the use of a HR model and the lack of a pedagogical basis have been the problem?
- Literature supports this, with Selwyn (2011) claiming that whilst technology can enhance learning, it will never replace it.
- Perhaps technology as pedagogy enhancer rather than pedagogy replacer?

# Maslow's Hierarchy of Needs

- Five stages: Physiology, Safety, Love/Belonging, Esteem, Self-Actualisation
- Students must satisfy lower needs first before progressing up the pyramid
- Social Networking can add to this model at stage 2 (getting to know the cohort), stage 3 (enhancing sense of belonging) and stage 4 (building esteem through interaction).

# Maslow's Hierarchy of Needs

## Maslow's Hierarchy



### **Enhancements due to Social Networking**

Additional platform  
for positive  
reinforcement (L4)

Cohort Building  
through Social  
Networking (L3)

Social Networking for  
sharing important  
information (L2)

# McGregor's Theory X and Theory Y

- Theory X: Students are inherently lazy and will avoid work if they can.
- Theory Y: Students are self-motivated and ambitious, able to exercise self-control.
- Social Networking provides scaffolding for Theory Y, with a collaborative environment and peer support, as well as minimizing difference between student and teacher
- Also dovetails with Maslow well, allowing progression up the hierarchy

# Gardner's Theory of Multiple Intelligences

- Nine Multiple Intelligences (modalities or abilities)
  - Musical-rhythmic
  - Visual-spatial
  - Verbal-linguistic
  - Logical-mathematical
  - Bodily-kinesthetic
  - Interpersonal
  - Intrapersonal
  - Naturalistic
  - Existential
- Gardner believed schooling is best served by focusing on all different intelligences.

# Gardner's Theory of Multiple Intelligences

- Social Networking can enhance the model as follows:

Intelligence	Description	Social Networking Enhancement
<b>Interpersonal</b>	Relates to interaction with others. High intelligence in this area means being good at sensing other moods, feelings, temperaments and motivations as well as an ability to cooperate for the benefit of a group.	Social Networking provides an extra communication mechanism, allowing more opportunity to be interpersonal.

# Gardner's Theory of Multiple Intelligences

Intelligence	Description	Social Networking Enhancement
<b>Intrapersonal</b>	Relates to introspection and self-reflection. High intelligence in this area means having a deep understanding of self, including strengths, weaknesses and what makes one unique, as well as being able to predict ones own reactions.	Social Networking introduces a platform for the sounding out of ideas, allowing for more reflection and ability to understand self.

# Gardner's Theory of Multiple Intelligences

Intelligence	Description	Social Networking Enhancement
<b>Naturalistic</b>	Relates to connecting information to ones natural surroundings. High intelligence in this area means having a sensitive, ethical and holistic understanding of the world and its complexities, including the role of humanity within the greater ecosphere.	Social networking provides unprecedented connection to global events in real time, helping development of a holistic view of the world.

# Bigg's Constructive Alignment of Teaching

- Tenets:

- Learners construct meaning from the process of doing something to learn. This is based on constructivism and recognises the need to build activities that link to memory and allow extrapolation to future scenarios.
- Teachers should therefore make a deliberate attempt to align their planned learning activities and the learning outcomes, aligning design, delivery and assessment.

- MacPhail, Tannehill & Goc Karp (2013) identified that whilst attempts were made for alignment, occasionally fear and apprehension meant alignment varied.

# Bigg's Constructive Alignment of Teaching

- Social Networking can assist to develop a more trustworthy and social relationship between teacher and students.
- Allows for informal questions assessing learning goals of course.
- Peer support can be leveraged to achieve better alignment between goals and outcomes.

# Towards a Social Networking Inclusive Pedagogy

- Many theories of pedagogy exist – this is just an example with four classic theories
- Regardless, a clear theme exists in adding social networking
  - Helps form a connection (Maslow, Theory Y etc)
  - Provides informal communication opportunities (Gardner etc)
- General model is to start with a sound pedagogical base and build in technology
- Pedagogy-led technology rather than technology-led pedagogy.

# Conclusion

- Digital Natives encourage technology experimentation in the classroom
- Pedagogy still remains important however
- Four example theories given with details on how technology can be added to pedagogy
- In each case, social network does not subsume, it enhances
- Generally, social networking can assist with communication and informal connections.
- Overall, pedagogy should lead technology rather than technology leading pedagogy.

# Questions?

