
DESCRIPTORS OF SOCIAL MEDIA USE IN HIGHER EDUCATION

Ana Katrina T. Marcial

University of the Philippines Open University
anakatrina.marcial@upou.edu.ph

ABSTRACT

Most teachers in higher education have been taking advantage of the wide accessibility of the internet and have been exploring the use of technology to reach out to their learners, who are digital natives. Particularly, they make use of social media tools to make teaching and learning relevant and readily available. In this regard, it becomes significant to examine how social media are currently selected, integrated, and used as technology tools. Initially guided by the Replacement, Amplification, and Transformation framework, this paper describes and analyses the practices of faculty members at a university in the Philippines in terms of using social media in higher education. Specifically, the paper examines the results from background questionnaires and semi-structured interviews, which reflect how social media are used in relation to teaching General Education courses to undergraduate students. Analysis of the results yielded a guiding framework which may be used to describe as well as evaluate social media integration and may aid teachers as they continually improve their practices in teaching successfully with technology, be it in the residential classroom or in the open and distance e-Learning context.

Keywords: *social media, higher education, technology-enhanced teaching and learning, Replacement, Amplification, and Transformation framework.*

INTRODUCTION

According to the global marketing agency, We are Social, in their compendium of digital, social, and mobile data trends and statistics, the Philippines has about 48 million active social media accounts—with the number increasing 20% since January 2015 (Kemp, 2016). The report also states that users spend an average of 3 hours and 42 minutes of their day, actively engaged in various social media via any device. The data from the Philippines seem consistent with the trend of social media use in neighbouring countries. Indonesia, for instance, has 79 million active social media user accounts, which is already a 10% increase from 2015. Thailand has a 19% increase in social media accounts and now has about 38 million active user accounts. Despite a relatively lower number of active social media user accounts, estimated to be at 18 million, even Malaysia is reported to have shown an increase in user accounts (Kemp, 2016). All these numbers support the capability of social media as a technology to engage participants socially.

Therefore, it is relevant to explore the potential of using social media for educational purposes as well, given that there has been an increasing interest in the matter over the past few years. In fact, Hung and Yuen (2010) advocate the exploration of the social nature of Web 2.0, the new generation of web technology and tools, to create the optimal and natural

learning environment. In a study focusing on university learners from South Africa, Bosch (2009) examined the use of social media and included the engagement activities done, which are considered beneficial for the learners' personal and academic satisfaction. Also, a study conducted in Spain examined the most suitable social media networks and tools for learners, including the social and academic activities for which these social media are used (Gómez, Roses & Farias, 2012). Most recently, the use of social media as a venue for online collaboration was examined in a study by Serrano and Yambao (2015). In these studies, the vast potential and power of using social media in promoting learner-centred learning and in seamlessly integrating technology to create an authentic and meaningful learning environment were evident.

To examine the issue further, specifically how exactly social media tools are used for educational purposes in the Philippine context, this study considers faculty members' practices in using social media tools to reinforce how General Education (GE) courses, such as Academic Writing in English; Oral Communication; Critical Reading of Film, TV, and the Internet; and Research Writing, are taught. This is a preliminary research on the instructional strategies of university teachers at the faculty level and how technologies are generally integrated in various higher education courses. In analysing the experiences and perspectives of the faculty members, a typology of instructional descriptors was developed. This can be used as the basis for future research and as a self-evaluation guide for teachers who use social media for educational purposes, whether in the face-to-face, blended learning, or Open and Distance eLearning (ODEL) environment.

OBJECTIVES

Specifically, answers to the following research questions are explored in this paper:

- (1) What social media platforms do the GE faculty members use in the courses they handle?
- (2) How do the GE faculty members use social media in higher education?
 - a. In what ways are the faculty members using the social media platforms?
 - b. What roles do the GE faculty members assume in their use of social media in the courses, as reflected in their instructional methods and teaching strategies?

The first research objective may identify a list of relevant social media platforms, which may serve as a guide to teachers of GE courses in terms of choosing the social media that suit the needs of the courses and the learners. Answers to the second research question may provide an evaluation guide for teachers and would imply how social media may be used to make the teaching and learning experience more open and flexible. This is particularly significant because as stated by Hughes, Thomas, and Scharber (2006), "teachers are in great need of evaluative frameworks for assessing and guiding their own accomplishments with technology integration."

RELEVANT LITERATURE

The concept of learning as a social process and not just as an individual act may be traced to the theory of social constructivism (Anderson & Dron, 2011; Vygotsky, 1978), which, in its most basic sense, advocates the idea that we construct knowledge more effectively through our interaction with others. Closely related is the principle of learning through collaboration, and numerous studies have supported the practice of constantly engaging in collaborative problem solving exercises, interaction, and discussions (Al-Rahmi, Othman, & Yusuf, 2015;

Prizel-Kania, 2015; Kent, 2013; Serrano & Yambao, 2015; Sulaiman, Naqshbandi, Moghavvemi, & Jaafar, 2015), with the use of Web 2.0 further enriching collaborative learning activities. For instance, learners can gather information by connecting with others through various means afforded by the internet, particularly the social media technologies, which may help facilitate such enriching practices. In the succeeding discussions, the term 'social media' refers to any of the online tools and platforms which are categorised by Kaplan and Haenlein (2010) as collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds.

Social Media Use in Higher Education

A majority of students believe that Facebook can be used as an educational tool, if only for easier communication and interaction with classmates through comments or chat, additional homework help, and awareness of school campaigns even during breaks (Bosch, 2009; Fewkes & McCabe, 2012). Additionally, Hung and Yuen (2010) propose that the opportunity to share information, collaborate, or engage in any learner-centred activity through social media (Ning) enhanced the students' learning experiences. Contrary to these studies, Gómez, et al. (2012) found in their study that even though students extensively use social media, especially the applications from Tuenti (a mobile operator brand owned by a Spanish-based company), Facebook, Twitter, MySpace, LinkedIn, and Flickr, they rarely use them for academic purposes despite believing that doing so may be possible. This tendency may be attributed to the fact that most teachers and the institutions are yet to explore and maximise the potential of these applications for collaboration and knowledge sharing.

In this regard, some researchers investigated teachers' perspectives and experiences of social media use for education. In a study conducted by Chen and Bryer (2012) on faculty members from the United States, they found that the faculty's attitudes towards the use of social media were mixed. Some considered social media to be relevant only to specific kinds of learners or that it may not have any positive contribution if used for education. Most of the faculty members they interviewed, however, express the advantages social media may bring and even encourage their students to use it to improve creativity and connections. Consistent with these findings, Sulaiman, et al. (2015) recommends using Facebook as a site for teachers to share materials and lecture notes and for students to share their own ideas and insights about the lecture. Kilis, Gülbahar, and Rapp (2016) found that instructors prefer to use social media for all levels of knowledge—from remembering to creating, despite choosing mostly text-based content. They also tend to adopt presentation models and problem-based learning strategies, and use well-balanced assessment types, from the classical (pen and paper) to the performance type, with and through various social media technologies. Even the perceptions of student teachers (or pre-service teachers) towards the use of a more specific social media application (Twitter) for educational purposes have been investigated (Marín & Tur, 2014). However, not all student teachers are highly engaged with Twitter in education, leading to the conclusion that the type of activity for which social media will be used affects the teachers' perceptions towards its use and value for education (Marín & Tur, 2014). Close to this conclusion are the findings in the study conducted by Manca and Ranieri (2016a), which shows that scholars (in Italian universities) are more inclined to adopt Social Media for personal and professional uses rather than for teaching practices. Two factors influencing this reluctance may be the compatibility of the academic tasks and the social media technologies and the teachers' beliefs, attitudes, and experiences about teaching and learning, and their desire to innovate their practices (Manca & Ranieri, 2016b; Roblyer, McDaniel, Webb, Herman, & Witty, 2010)

The context of social media use and preferences in the previous studies reviewed above pertains to the more traditional, face-to-face setting.

Social Media and Open and Distance e-Learning

Related studies from the perspectives and experiences of ODeL practitioners and learners appear to be consistent with the belief that social media can empower and enhance learning.

In the case study on social networking tools for distance learning presented by Hoffman (2009), it was stressed that social media tools may have “specific positive effects (which) included the balancing of individual creativity and personal interactions with the need for structured learning and collaborative course activities” (para. 29). Moreover, the case study conducted by Veletsianos and Navarrete (2012) on the use of social media in an online course shows positive effects in the learners’ affect as they appreciate its affordances, and their support for one another in the various social network activities has enhanced their overall learning experience. Even when focusing on a more specific social media application (Facebook), a few studies have established its use and value for communication, collaboration and sharing of resources (Kent, 2013; Serrano & Yambao, 2015).

One takeaway from all these relevant studies, whether in the residential class or ODeL context, is that the use of social media has provided both the learners and teachers opportunities not just to maximise the capacity to teach and learn but also to revisit their roles in the teaching and learning process from generating content to making connections and providing multiple ways to gain information and share knowledge (Al-Rahmi, et al., 2015; Chen & Bryer, 2012).

Models for Technology Integration

In relation to further understanding and analysing the teachers’ roles and their manner of adopting, using, and integrating social media for education, numerous studies have presented technology integration models and frameworks as a guide for teachers in using and assessing how they use a technology. One of these is the Level of Adoption model by Gladhart (as cited in Toledo, 2005). The teacher behaviour part of the model examines the teachers’ progress in learning to teach with technology, which may be classified as *entry*, *adoption*, *adaptation*, *appropriation*, and *invention*. The framework used as a guide in this study is the Replacement, Amplification, and Transformation (RAT) framework (Hughes, et al., 2006). It focuses on providing teachers with a framework to consider critically what a specific technology does to aspects of key themes, namely, teachers’ instructions, students’ learning, and the curriculum goals. In addressing the second objective, this paper will focus on analysing the faculty member’s practices in terms of the first theme in the framework, teachers’ instruction (the instructional methods), which covers six dimensions, namely, the teacher’s role, teacher’s interaction with the students, the assessment of students’ performance, the teacher’s professional development, preparation, and administrative tasks.

METHODS

Research Design

This paper is a descriptive study using qualitative data from an analysis of the faculty members’ beliefs and actual practices and initiatives in using social media. The RAT framework, with an emphasis on the instructional methods dimension, was the initial basis used to make sense of the case of the faculty members by examining their vivid descriptions and revealing explanations on how they use social media tools for educational purposes. Following the deductive approach, the framework was then revised and extended to provide

detailed descriptions of the extent of social media use from the perspective of the teacher, considering his or her various roles in class.

Participants

Initially, ten faculty members, who handle GE courses such as Academic Writing in English, Oral Communication, Critical Reading of Film, TV, and the Internet, and Research Writing (termed ENG 1, SPCM 1, HUM 3, and ENG 2, respectively) and who have been known to be integrating technology in their classes, were asked to participate in this study. They were purposely invited not only because they have initiated the use of social media in their classes but also the courses they handle have the most number of student enrollees who are in various field majors. It was assumed that the GE courses with large class sizes may be an interesting subject to analyse because the teachers may be forced to find varied means to reach out to the diverse learners both in and out of the classroom. Out of these ten, seven shared their experiences and initiatives. Three out of the seven participants have been teaching in the university for more than 8 years; two have been teaching for 5-7 years, and the remaining two have been teaching for more than 3 years.

Research Instruments

A background questionnaire was developed to complete the profile of the teacher-participants and the platforms they use in their classes. This questionnaire contains seven items asking about their background and experience in teaching in the university, their level of familiarity and comfort with using social media—both for personal/social and for educational purposes—and the social media platforms they have used.

Meanwhile, the interview guide consists of three semi-structured interview items which cover why and how social media tools are used and what the challenges have been in using them in teaching higher education courses.

Data Collection

Two phases of data collection were carried out. The first concerned completing the teaching profile of the participants, including their teaching and learning practices in relation to social media use. The final questionnaires were administered through Google form, with the link shared to the teacher-participants electronically through their e-mail addresses or social media accounts. The second phase focused on conducting semi-structured interviews to elaborate on the information gathered in the first phase of the data collection and on their teaching practices with and through the aid of social media platforms and applications.

Data Analysis

The key characteristics and teaching practices of the faculty members and their interview responses were transcribed, coded, and grouped according to themes. The initial coding scheme was guided by the RAT framework, with emphasis on the instructional methods dimension, and the themes which emerged were further refined through constant comparison.

DISCUSSION AND ANALYSIS OF RESULTS

Social Media Platforms Used

The following are the top social media platforms reportedly used by the faculty members: 1) Facebook, 2) Youtube, 3) Schoology¹, 4) Tumblr, 5) Google+, 6) Vimeo, 7) Wattpad, 8) Blogspot, 9) WordPress, 10) LinkedIn. These platforms appear to be consistent with previous studies of teachers' preferences and practices with social media for teaching, with Facebook being the most popular platform explored and used for educational purposes (Fewkes & McCabe, 2012; Gómez, et al., 2012; Sulaiman, et al., 2015). Noticeably absent from these platform options, which frequently appeared in the list of previous studies, are Twitter, Ning, and Tuenti (Alwagait, Shahzad, & Alim, 2015; Gómez, et al., 2012; Marin & Tur, 2014). In the report by the marketing agency, We are Social (Kemp, 2016), Twitter was included in the top social media platforms used in the Philippines, and yet the teachers did not attempt to explore its potential for education. On the other hand, the exclusion of Ning and Tuenti in the list is consistent with the report. In this sense, familiarity with and comfort in using a specific social media and the suitability of its features in relation to the needs of the course and learners play a crucial role in the actual social media integration and implementation. Issues on compatibility of the social media technologies and academic tasks, the teachers' beliefs, attitudes, experiences, and even their desire to innovate practices and their effects in the success of integrating social media for education must be addressed (Manca & Ranieri, 2016b; Roblyer, et al., 2010).

Manner of Using Social Media

As the answer to the second research problem, the case of each faculty member is presented in this section based on their responses in the background questionnaire and one-on-one interviews. An overall impression is presented based on analysis of these responses in relation to the related literature and the RAT framework.

Teacher 1 has made handouts available via Schoology instead of providing printed copies in class or through a printing and copy centre. Along with these online copies, she also explored other features of the social media platform:

“Aside from the usual quizzes and exercises in class, and the online handouts, containing summary of the previous lessons or a preview of a future lesson, I tried using Schoology for setting up online quizzes and other online activities which they can access wherever and whenever.”

She also believes that using such features of Schoology may reinforce what the students have supposedly learned in the classroom. Facebook, on the other hand, has been used as a back-up tool for information dissemination as expressed in these statements:

“I post emergency course updates and announcements in lieu of posting them on the traditional board. I expect that the information will be disseminated more quickly.”

Teacher 2 has primarily used YouTube and Tumblr the way Teacher 1 has for Schoology and Facebook:

¹ Although considered as a course management system and not social media, the teacher-participants in this study included Schoology as one online technology they tried integrating in their classrooms.

“I look for and sometimes upload relevant resources there in various forms—mostly texts and videos—instead of [providing] traditional printed materials.”

She has also tried Google Drive for storing and sharing course-related files and student outputs although the traditional submission of academic papers remains a practice.

Teacher 3 has used YouTube to let the students watch resources related to the course topics, similar to the case of Teacher 2, but she has used Facebook a bit differently from the way Teacher 1 has:

“I have used Facebook to set up groups, where I would occasionally clarify topics previously discussed in the classroom. I always upload assessment guides there. I also allow students to share images or videos or post clarifications regarding grades online although these may be done offline during class or consultation hours as well.”

She tried using Schoology once but discovered that the students had difficulty accessing it so she did not pursue exploring its features.

Teacher 4 has regularly tried using various social media such as Tumblr, Facebook, and Wattpad; and blogging sites such as WordPress and Blogspot to be integrated in Academic Writing in English and Research Writing courses. She wants to provide platforms which meet the diverse interests of her students; thus, the constant exploration of the suitable social media tools to use:

“I first tried Facebook groups. I posted announcements and handouts online. Students can also ask via writing statuses on the group’s page. After that, I switched to Tumblr (because students pretty much invaded my online privacy hahaha!). I used Tumblr for my major and GE classes for a year. I used to post additional reading materials, handouts, and announcements. At that time, students could also submit reflections online.... They were also encouraged to share their narrative outputs through Fanfiction and Wattpad, and their descriptive and expository essays through WordPress and Blogspot, which may encourage collaborative exchange of ideas about the written outputs.”

Apart from social media, she has also explored the use of a course management system:

“Last year, I used Schoology for my ENG 1 lecture and ENG 2 recitation classes. I pretty much exhausted the features of the site. I wrote announcements and posted handouts and/or reading materials. I also gave them homework via ‘quiz feature’ of Schoology. They also sent private messages for queries or clarifications.”

Teacher 5 chose Facebook to use as support for almost all the courses he handles:

“I use Facebook to share supplementary resources to the students and to elaborate on instructions or announcements previously made inside the classroom. This way, misconceptions or misinterpretations may be easily clarified.”

He uses YouTube as the venue for students to share their outputs in a critical reading course on film, TV, and the internet, but the mechanics of this activity remain similar with how he would usually ask them to share outputs inside the class:

“With YouTube, the instructions and the goals of the activity, even the expected outputs, are still the same if I asked the students to do the activity inside the class. I just give them the chance to share their work online for easier access.”

Teacher 6 has tried Tumblr, Facebook, and Schoology in teaching oral communication. Almost similar with the intention of Teacher 5, his use of social media is based primarily on his desire to reach out to students in a more immediate manner:

“Through Tumblr or Facebook, I normally upload or embed resources, a video for example, which the students can then use as basis for a particular class output. I also post announcements or course updates [because] it’s a more efficient practice, especially during the typhoon season when classes often have a higher chance to be suspended. The students are also allowed to post comments or clarifications in their respective groups, at least in the case of Facebook.”

He tried using Schoology the way he would use Tumblr and Facebook besides using the online quiz feature of the system, but realized that the students frequently encountered internet connection problems and seldom accessed the platform so he reverted to using Tumblr and Facebook.

Teacher 7 commonly uses Facebook to set up class groups allowing him to disseminate additional course information or instructions even when not in class. Students were also allowed to share academic-related online news articles and their insights regarding these supplementary resources in their respective Facebook groups:

“Whenever the students see updates or relevant issues about our course, they share it to our group page. Then, we express our opinions by commenting on the post. So the learning continues outside class hours. We also use our group page for sharing of outputs that we produced in workshops and the students can comment on each other’s work.”

For a topic on writing for employment, LinkedIn was used by Teacher 7 as a platform to upload their résumés, produced from their writing workshops, with the long-term goal of establishing a professional network.

Overall, following Gladhart’s model (as cited in Toledo, 2005), the faculty members’ practices are in between the adoption stage—in the sense that they have already taken the initiative to apply their skills in using social media to their teaching—and the adaptation stage, in which they have enough confidence to try using social media in more creative and engaging ways. Similarly, when analysed under the lens of the RAT framework, it can be said that social media platforms have been used under the replacement category mainly because most of the time, only the platform will change but the overall mechanics, teaching and learning goals, and expected outcomes remain similar with those of conventional teaching and learning activities (Hughes, et al., 2006). However, there are instances under the amplification category, which are consistent with the best practices from previous studies such as conducting further discussions through social media and the availability of guides and various assessments exclusively online, so the students can always check or access them wherever they are (Chen & Bryer, 2012; Kilis, et al., 2016; Sulaiman, et al. 2015).

Teachers' Role in the use of Social Media: Categories of Social Media Integration in Teacher's Instruction

Considering the case of each faculty member and the themes which emerged from their responses, the levels and dimensions of the RAT framework were extended, producing a working typology which may be used to describe the category of social media integration vis-à-vis the different dimensions of teacher instruction (see Table 1). Based on how the faculty members use social media and the complexities of their practices, not only was the framework extended but some terms were also renamed and/or combined to present the most suitable keywords and descriptions. Specifically, the term *replacement* from the RAT framework is renamed *substitution*, and the six dimensions of teacher's instruction are reduced to five. In the extended descriptors, social media use may be considered under substitution, when the teachers view social media as a substitute tool for teaching a lesson or task. The amplification category features an attempt to comprehensively integrate social media into the teaching and learning. The teacher actively looks for uses and meaningful activities not just to deliver resources but also to involve the learners in the interaction using social media tools (Kilis, et al., 2016). The extent of social media use falls under transformation when the teacher lets learners create or establish new uses for social media; thus forming a community of inquiry. Social media is not viewed separately from any teaching and learning strategies but as an agent of change and to reinvent how traditional teaching is done. The learning environment becomes analytic and constructive but the activities remain authentic, fluid, and flexible. It is under this category that teachers could play a more active role in using social media for education in line with the recommendations from previous studies (Al-Rahmi, et al., 2015; Chen & Bryer, 2012; Gomez, et al., 2012).

Based on the descriptors, the way social media is used by the faculty members in this study falls under substitution although amplification activities are already being done.

Table 1: Instructional Descriptors based on the Extent of Social Media Integration

Dimensions of Instruction	Extent of Integration		
	Substitution Keyword: substitute	Amplification Keyword: interactive	Transformation Keyword: inventive
Teacher's role	Regulatory: The teacher monitors how social media is used. The task is to ensure that social media is used appropriately.	Advisory: The teacher's role is that of a guide or an adviser regarding how social media may be integrated in the course activities, in and out of the classroom.	Constructive: The teacher is a facilitator in using social media under a clear and meaningful purpose and is a leader in encouraging students to discover other uses for social media in academic contexts
Interaction with students	Directive: Through social media, the teacher provides the students with instructions or announcements which may also be done or clarified offline. There is limited opportunity to express students' concerns/ insights through social media.	Progressive: Interaction through social media is encouraged, if not expected. Beyond posting instructions, additional lectures, or course updates, genuine interactions or exchanges of communication are evident in the social media activities.	Authentic: A variety of topics and concerns are raised, discussed, and analysed through social media. Students are encouraged to think critically about real situations or issues and their insights are asked to be expressed in diverse forms through social media.

Assessment of students	<u>Supplementary:</u> Assessment is mainly done in the traditional sense (mostly offline), and any kind of activity done through social media may not be viewed as equivalent to the traditional means but only as additional practice or exercise.	<u>Complementary:</u> Assessment may be done both through traditional means and through social media. Assessments in various forms afforded by social media such as a blog or Wiki entries, video blog (vlog), infographics, and answers to online quizzes may be occasionally added to match the traditional ones.	<u>Meaningful:</u> Assessment is done with and through social media. Students are expected to produce diverse outputs that may go beyond the original assessment objectives (i.e. may cut across disciplines, may be useful for others). Traditional assessment forms may still be done.
Preparation and Professional development	<u>Novice (newcomer):</u> Through the teacher's initiatives and exploration, the social media features are learned but are yet to be fully utilised in class.	<u>Apprentice (trainee):</u> The teacher is exposed and familiar enough to integrate social media in the courses, but attending professional training is recommended.	<u>Adept (skilful user):</u> The teacher is highly proficient in integrating social media seamlessly owing to both personal and professional exposure and training.
Administrative tasks	<u>Technical:</u> The teacher provides technical assistance in using social media.	<u>Collaborative:</u> The teacher aids and seeks students' inputs to help other students as well.	<u>Innovative:</u> The teacher helps, searches for new ways to use social media, and allows students to create and manage the learning activities with and through social media.

Specifically, the teachers' role in using social media may be considered regulatory, with occasional advisory duties being assumed. Most interaction with students are limited to providing instructions and announcements directly through social media although occasional social media interactions as part of the learning are encouraged, similar to some previous studies (Manca & Ranieri, 2016b; Marín & Tur, 2014; Roblyer, et al., 2010). Assessments through social media are supplementary, but the teachers are exposed to social media and familiar enough with it to integrate social media in the courses and they can even provide technical assistance.

CONCLUSION

This study found that social media platforms such as Facebook, Youtube, Schoology, Tumblr, and Google+ are some of the tools which teachers may use for educational purposes. These platforms appear to be consistent with previous studies with regard to preferences and practices in using social media for teaching. The way social media is used, however, still falls under substitution although amplification activities are already being done. The findings of this study and the proposed preliminary descriptors may call for a more active reflection on our teaching and learning practices to realise the vast potential of using social media in education, following a more appropriate and effective approach. Training programmes which aim to establish the advantages of using social media for specific courses and requirements may be done. Because the study focused on the experiences and perceptions of the teachers in one cluster of one field, future studies may explore the experiences of teachers from other fields, with their diverse concerns. Examining students' perceptions may also confirm or contradict earlier beliefs and conclusions about using social media with the intention to promote learning. Lastly, the quality of social media activities and actual interactions may also be analysed to validate the notion that social media integration contributes positively to the creation and enhancement of a community of inquiry and practice, whether in a traditional classroom, ODeL, or both. There is still a long way to go from an analysis of existing practices and initiatives to the establishment of a systematic, meaningful, and successful integration of relevant social media into diverse courses. However, using the proposed descriptors both as a basis for further studies and as a self-

assessment matrix for the teachers, in the residential and ODeL environments, may contribute to the literature on the best practices of using social media for education.

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