

The background of the slide is a perspective view of a tunnel formed by a dense array of colorful, circular social media icons. The icons include recognizable symbols for platforms like Facebook, Twitter, YouTube, and various communication tools like speech bubbles, mail, and video cameras. The colors are vibrant and varied, creating a sense of depth and connectivity.

Social Media

Socially Interactive and Peer Based Pedagogies

Nisha Malhotra, VSE

Judy Chan, LFS and CTLT

Session is not recorded; We will share Google slides at the end of the session. Answers and resources will be added to the last slide in the deck

We would like to begin by acknowledging that we are gathering on the unceded territory of the səlilwətaʔt̚ təməx^w (sail-wha-tooth), S'ólh Téméxw (Stó:lō) , Stz'uminus and x^wməθk^wəyəm.

Facebook? Twitter? Instagram? Youtube? What's the value of social media (SM) in teaching and learning?

It enhances Student engagement with the content and their peers.

Learning Objectives:

By the end of this hour, we hope that you will be able to:

- Review the construct of various social media platforms.
- Assess the use of SM & *how* it can be leveraged to enhance student engagement.
- Recognise challenges and drawbacks.

Plan:

1. Present Statistics and trends around the use of these platforms.
2. Showcase a few accounts.
3. Brainstorm adaptations
4. If time permits, explore future trend on students' preference of one social media platform over another.
5. Our pre-Covid-19 plan was to help you set up social media accounts

Please respond with the polling function.

Qs. Do you use social media for educational purposes?

1. Yes
2. No

Qs. Which platform do you most frequently use for teaching? Choose only one; limit of BB Ultra polling

1. Facebook
2. Instagram
3. Twitter
4. YouTube
5. Others, please share this in the 'chat'

How about Privacy?

UBC's Student Privacy Guidelines that Apply to Social Media:

- Cannot be mandatory.
- Inform our students of your learning goals & the information about the platform you will use
- Allow option to use aliases
- Alternatives

https://wiki.ubc.ca/Documentation:Student_Privacy_and_Consent_Guidelines/Instructor_Use_Summary

Types of Social Media Platforms

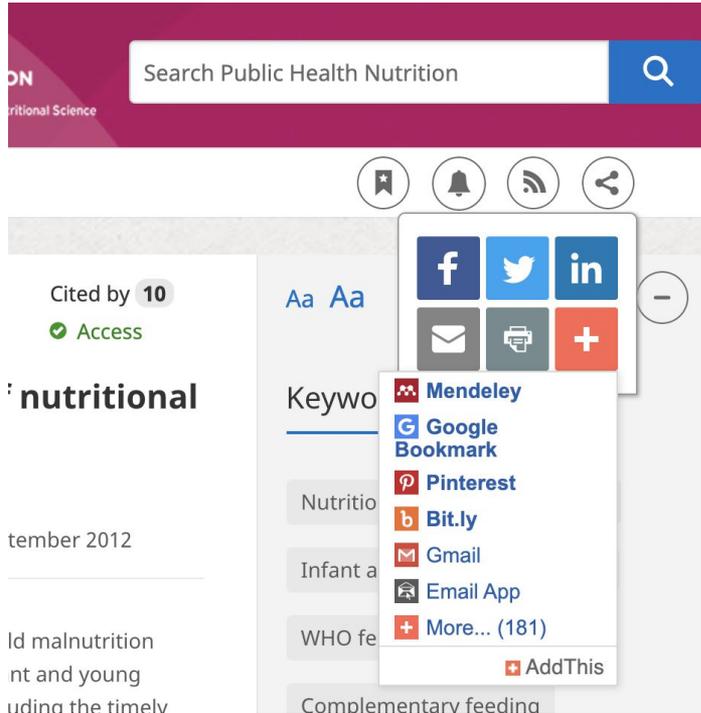
SM	Purposes	Similar sites
FACEBOOK	Social Networking	Linked-in, Whatsapp
INSTAGRAM	Photo Sharing- mostly Video sharing -recently	Snapchat, Pinterest,
TWITTER	Micro-Blogging	Tumblr
YOUTUBE	Video-Sharing	Vimeo, Twitch

Social Media Platforms

SM	Frequent Uses by Educators
FACEBOOK	Facilitate Group Work Discussions Virtual Communities
INSTAGRAM (IG)	Announcements Review course material Add visual appeal to Course Content
TWITTER	Introduce students to broader conversations about a topic Communicate with experts, community members outside class
YOUTUBE	Video Tutorials; Video Lessons

Most sites have SM share buttons

Journals; News websites; Blogs and many more.



≡ **WIRED** The Radical Transformation of the Textbook

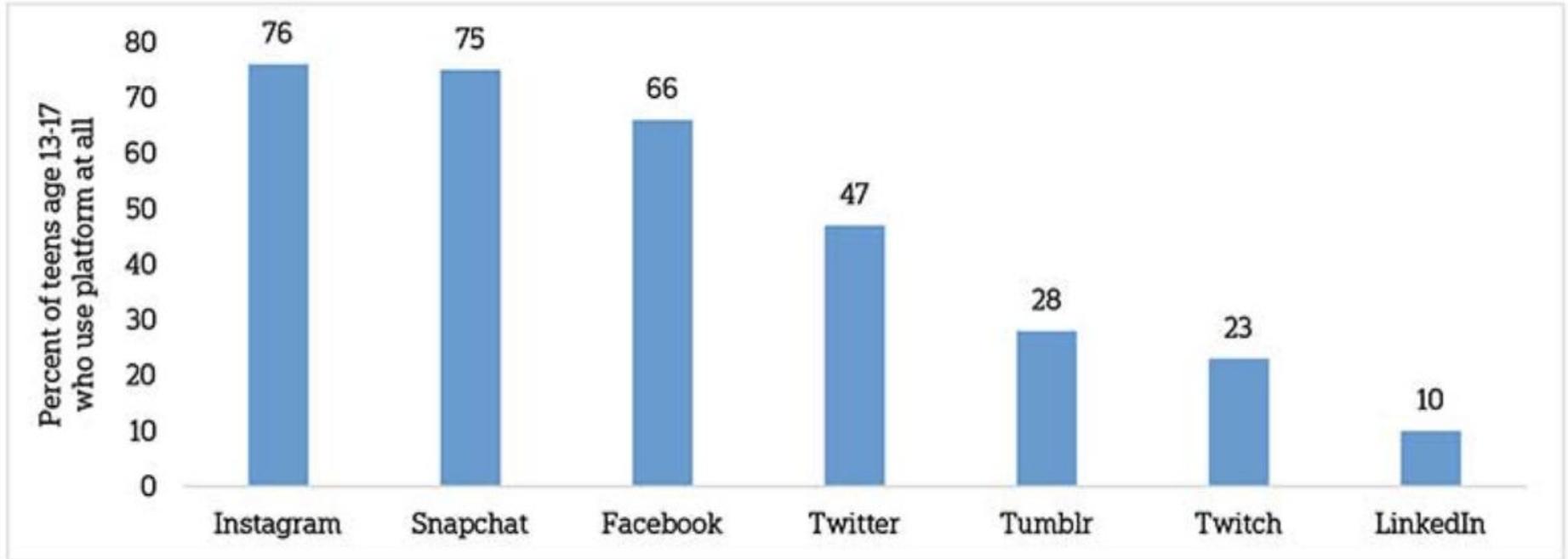


FOR SEVERAL DECADES, textbook publishers followed the same basic model: Pitch a hefty tome of knowledge to faculty for inclusion in lesson plans; charge students an equally hefty sum; revise and update its content as needed every few years. Repeat. But the last several years have seen a shift at colleges and universities—one that has more recently turned tectonic.

In a way, the evolution of the textbook has mirrored that in every other industry. Ownership has given way to rentals, and analog to digital. Within the broad strokes of that transition, though, lie divergent ideas about not just what learning should look like in the 21st century but how affordable to make it.

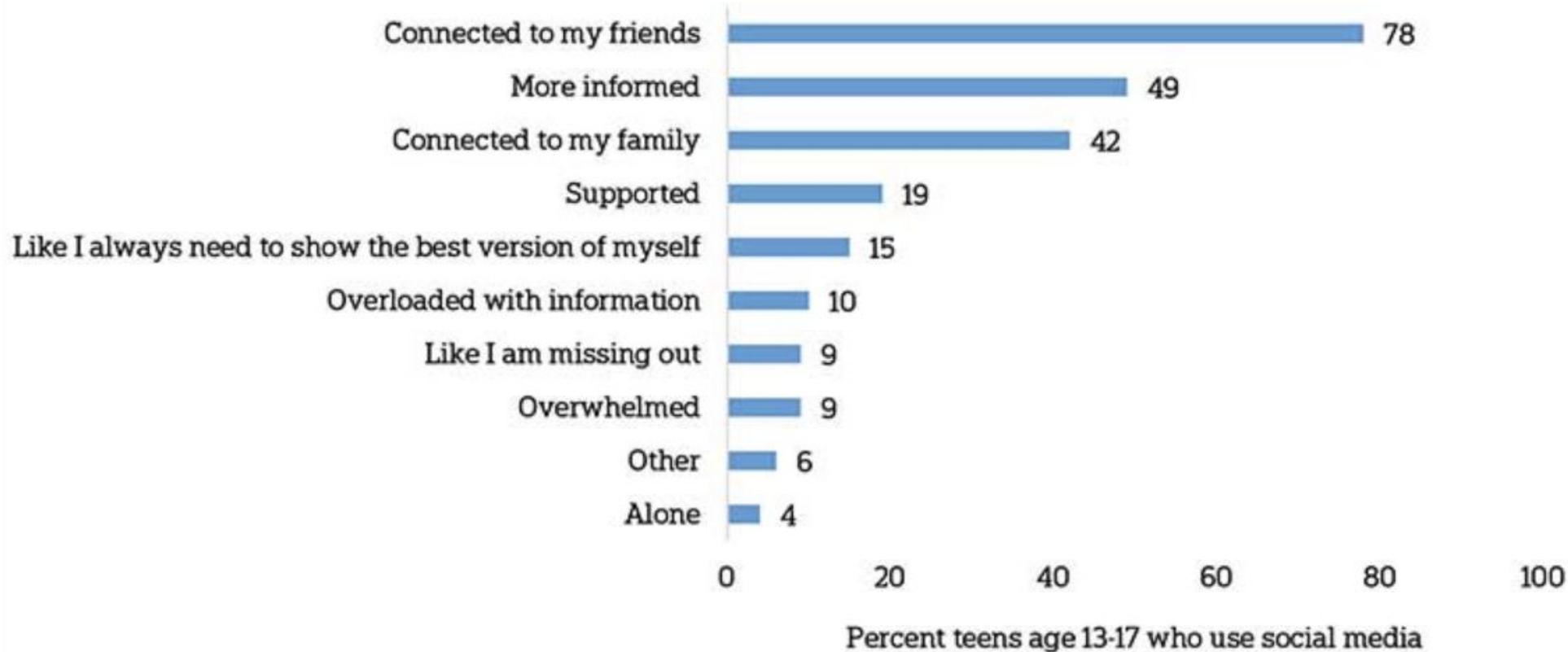
Social Media - Use

2016 nationally representative survey of 790 American teens aged 13-17
94% use social media platforms.



Student's Attitude to Social Media

Social media makes me feel...



Source: AP-NORC Teen survey Decrease 2016, National Level.

Trends in Canada

2013- classroom-based survey of 5,436 students in grades 4 through 11, in every province and territory,

What are your five favourite websites?		
Site	Content	Percent of respondents
YouTube.com	Video sharing	75%
Facebook.com	Social networking	57%
Google.ca	Search engine	31%
Twitter.com	Microblogging / Social networking	24%
Tumblr.com	Blogging / Social networking	12%
Instagram.com	Media sharing / Social networking	10%
Minecraft.com	Gaming	8%

K-12 Teachers survey across Canada (2015)

Students' use of social media prior to UBC

Respondents: 4,043 K-12 teachers

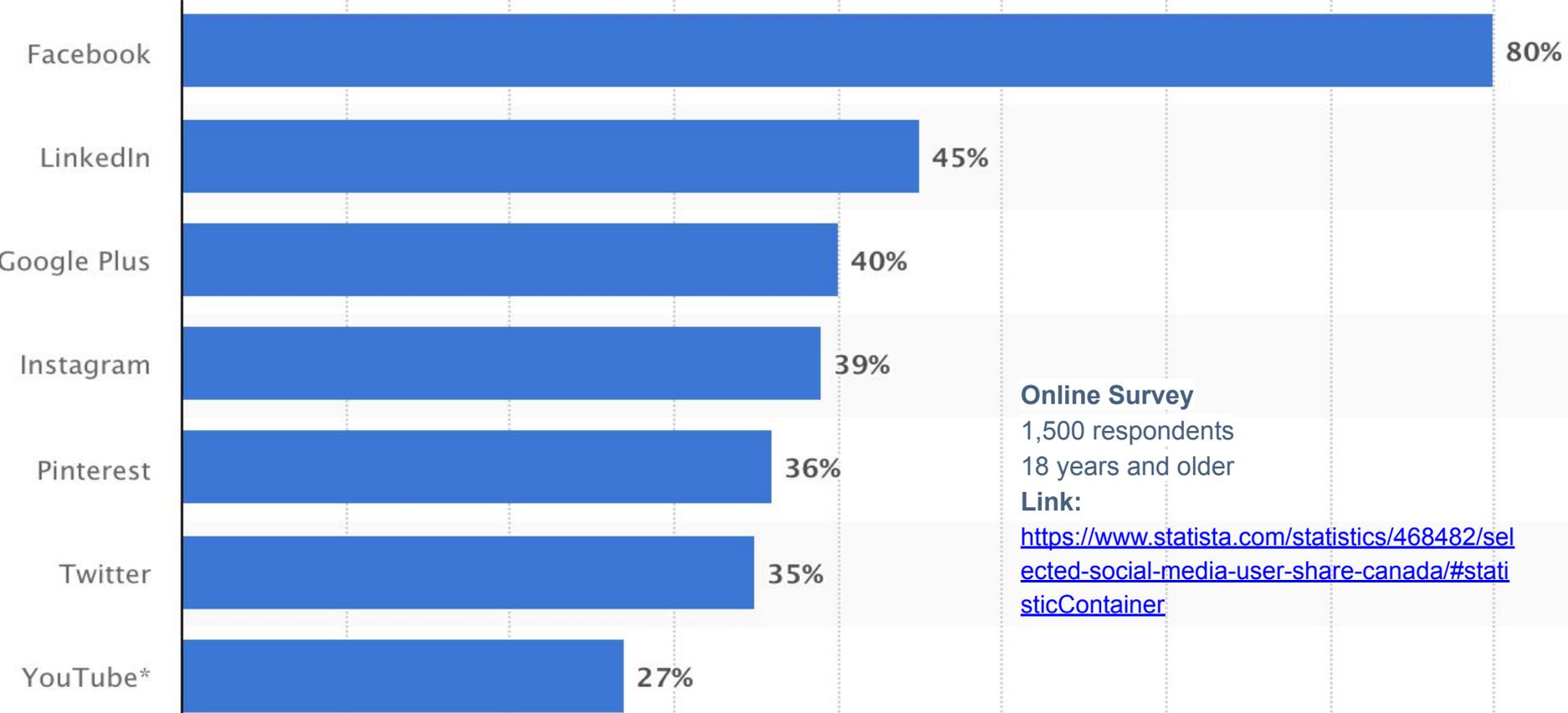
(8%) 333 - Kindergarten, (58%) 2,343 - Elementary, (34%) 1,367 - Secondary

- Use social networking for educational purposes outside of the classroom:
 - Secondary - 25%
 - Elementary - 15%
- Platforms used
 - Twitter (72%)
 - School's own Social networking platform (59%)
 - Facebook (44%)
 - Instagram (25%)

Source :

http://mediasmarts.ca/sites/mediasmarts/files/publication-report/full/ycwwiii_connected_to_learn.pdf

Percentage of internet users accessing selected social media platforms in Canada as of May 2018



Online Survey

1,500 respondents

18 years and older

Link:

<https://www.statista.com/statistics/468482/selected-social-media-user-share-canada/#stati sticContainer>

Small Group Discussion

- Are you using any medium currently?
 - *Reasons for adapting / relevance for your course content?*
 - *Benefits and challenges of these media for different teaching activities.*

We are breaking out into small groups:

Before we break up, here are some tips:

- Pay attention to your group #
- Turn your video and audio on
- There should be at most 6 people in each group; you may have less
- Please assign different roles:
 - Notetaker, don't worry about filling out all the boxes
 - Reporter, report a couple highlights
 - Time keeper, 10 minutes
- We will try to give you a signal before bringing you back (10 min)

FACEBOOK

Common uses

Easy to Share/Upload:

Files; datasets

Share from the internet:

News; journal articles- click of an icon.

Announcements, Online Polls , Ask questions, Schedule meetings.

Group Discussions; Group writing activities.

Student participation:

Like, comment, share articles from the web

Peer review - Provide feedback

Asynchronous presentations

Share, upload group projects & presentations, peer annotation

Share Screen

Facebook groups resemble an online café with walls to the rest of the online community, allowing students to (a) chat in real-time, (b) discuss in virtual-time, and (c) share materials through straightforward file upload.



Post Images or Videos of Course material

Feed - stays on your wall/space (**Gallery**)

Story - disappears after 24 hrs - Unless you highlight it.

Enhance student experience & engagement with appealing pic/videos

- Stickers and Filters to modify images, Create collages
- **Boomerang**: adds 'dazzle' factor with photos in a forward or reverse loop
- **Rewind**- Feature where Videos plays in reverse
- Interactive poll stickers - students can vote & see real-time results

Students' participation:

- like, comment and respond to others comments.



Post Images or Videos of course material:

-Feed - stays on your wall/ (Gallery)

-Story - disappears after 24 hrs unless you highlight it.

- Highlighted Story displayed

The screenshot shows the Instagram profile for 'ubcsauderschool'. The profile picture is a green and blue geometric logo. The bio states: 'UBC Sauder School of Business Canada's leading business school BCom, B+MM, MM, MBA, MBAN, Ph.D., Exec Education & Continuing Business Studies. Tag #UBCSauder to be featured! bit.ly/2xwgQ3W'. It shows 1,235 posts, 10.5k followers, and 3,025 following. Below the bio are seven category icons: Workshop (lightbulb), People (graduation cap), Q & A (speech bubbles), Events (calendar), Tips (open book), Research (magnifying glass), and Career (briefcase). The main content area shows a grid of posts. The first post is a video of a man speaking, captioned 'Did you know UBC Sauder offers various graduate programs?'. The second is a video of a city skyline with text 'There is a straightforward and cost-effective way for businesses to', captioned 'Balance Board: New UBC study'. The third is a video of a woman holding a plant, captioned 'UBC Sauder Gives Back'. The fourth is a video of a woman speaking, captioned 'Leading with Confidence participant'.

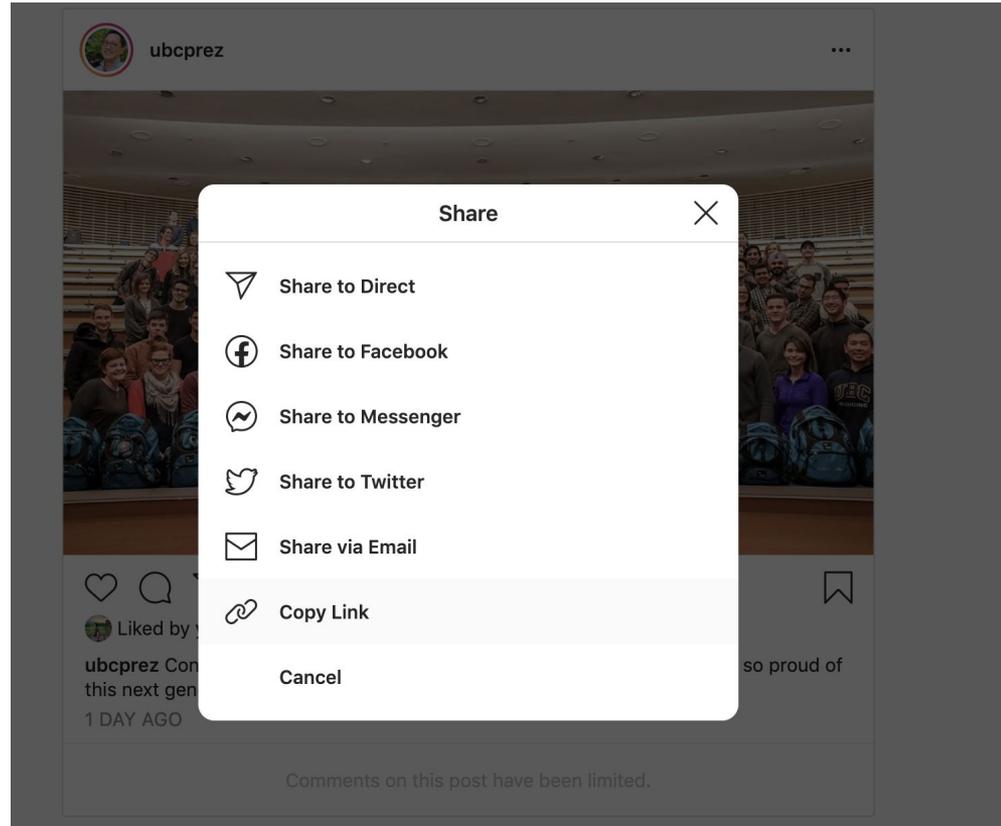
INSTAGRAM

Share News directly from accounts
“you follow “ or weblinks

Disseminate Information/Make
Announcements

Students’ participation:

- like, comment and respond to others comments.

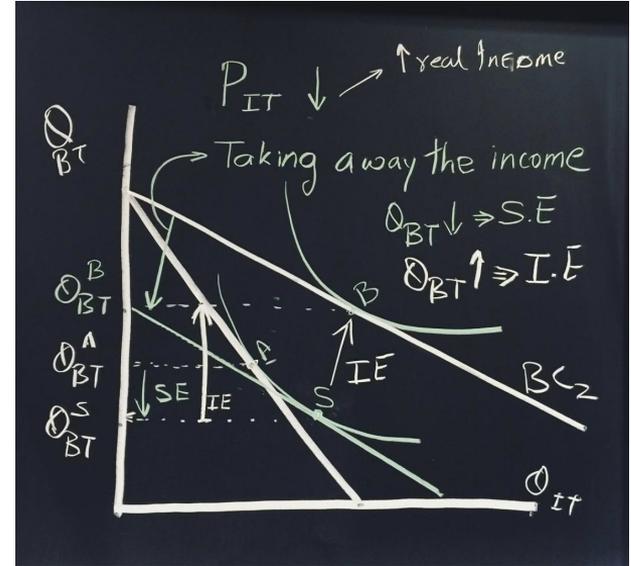
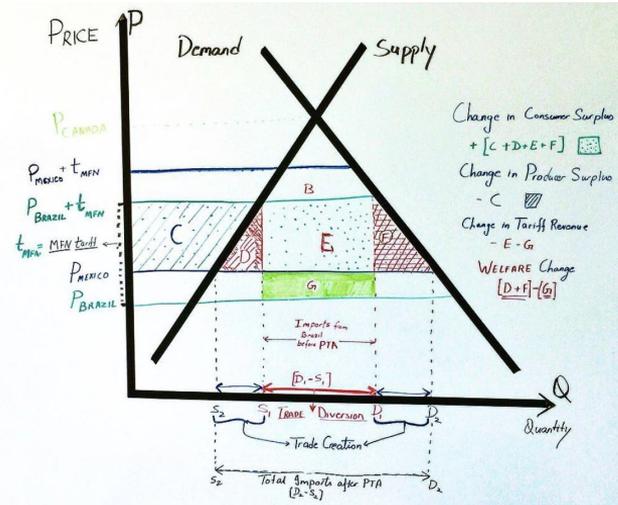




Enhance student experience & engagement with appealing pic/videos

- Stickers and Filters to modify images, Create collages
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- Interactive poll stickers - students can vote & see real-time results

Even Economics can be Artful



Feed from my instagram account - handle: econ_malhotra_abc

More about the Platform

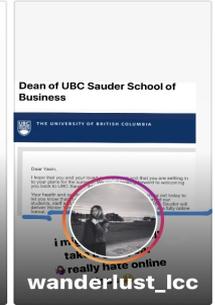


- Open camera
- Direct Message
- Home-Feed
- Camera Page (smartphone)
- Account Activity



Recent Stories

▶ Watch All



Liked by saudtalic and others

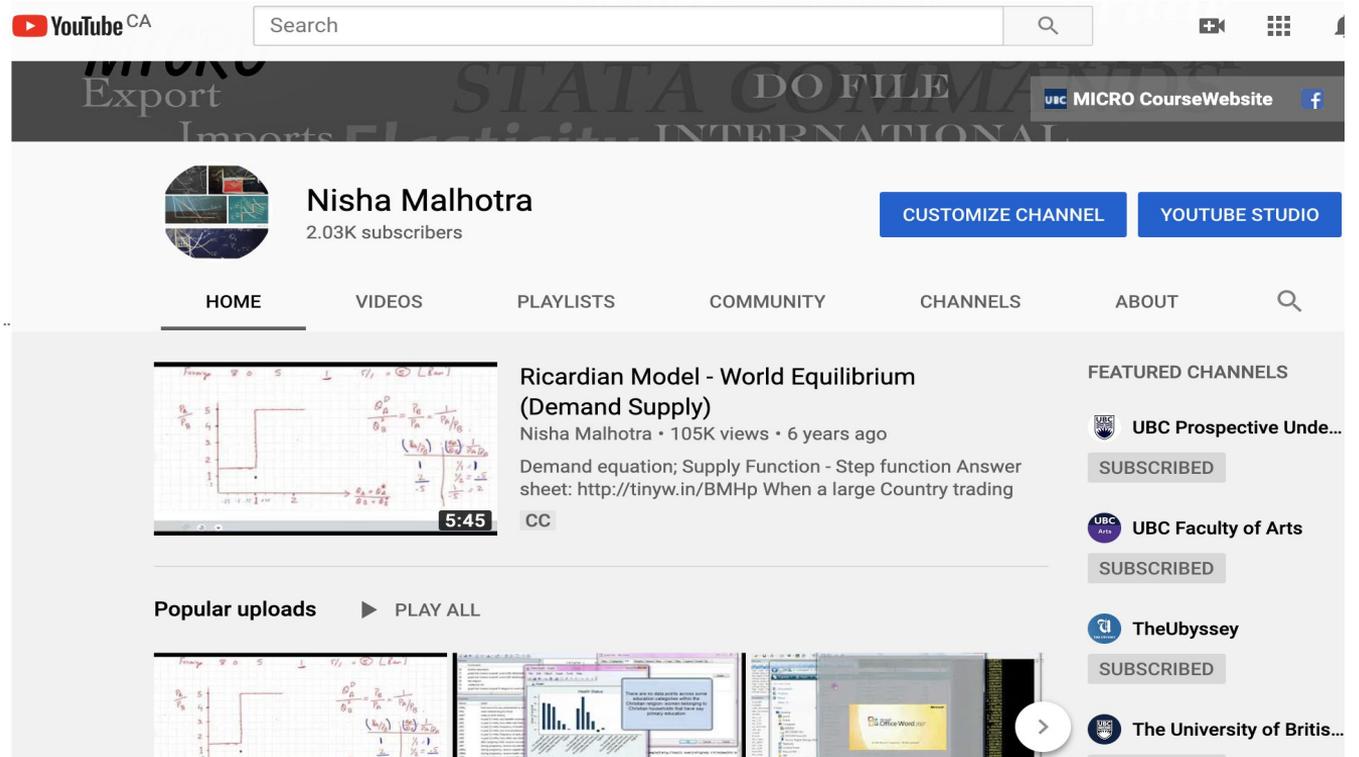




Create your own content:

- Video Tutorials

- Lesson Plans



The screenshot shows the YouTube channel page for Nisha Malhotra, who has 2.03K subscribers. The channel features a video titled "Ricardian Model - World Equilibrium (Demand Supply)" with 105K views, posted 6 years ago. The video content includes a graph of a step function and handwritten mathematical derivations. The channel also has a "Popular uploads" section and a "Featured Channels" list on the right, including UBC Prospective Undergraduate, UBC Faculty of Arts, TheUbysses, and The University of British Columbia.

YouTube CA Search

Export Imports STATA DO FILE INTERNATIONAL UBC MICRO CourseWebsite

Nisha Malhotra
2.03K subscribers

CUSTOMIZE CHANNEL YOUTUBE STUDIO

HOME VIDEOS PLAYLISTS COMMUNITY CHANNELS ABOUT

Ricardian Model - World Equilibrium (Demand Supply)
Nisha Malhotra · 105K views · 6 years ago
Demand equation; Supply Function - Step function Answer sheet: <http://tinyw.in/BMhp> When a large Country trading

5:45

CC

Popular uploads ▶ PLAY ALL

FEATURED CHANNELS

- UBC UBC Prospective Undergraduate SUBSCRIBED
- UBC UBC Faculty of Arts SUBSCRIBED
- TheUbysses SUBSCRIBED
- UBC The University of British Columbia



- Playlist - Collection of Videos that will be played in a loop.
 - Playlist for a course, topic, lecture
- Curate Course Content from other Youtube videos
- Live Streaming - Live stream discussion with an expert in your field or an interview.

The screenshot shows a YouTube playlist with five video entries. Each entry consists of a video thumbnail, a title, and the channel name. The videos are:

- NAFTA + U.S. Farm Subsidies Devastates Mexican Agriculture** (8:23) by The Real News Network. The thumbnail shows a man in a cowboy hat holding a corn cob.
- International Trade: Export Subsidy - Small Country** (2:07) by Nisha Malhotra. The thumbnail shows a supply and demand graph with an export subsidy line.
- Sugar's (too?) sweet political deal** (2:09) by Washington Post. The thumbnail shows three people's faces.
- Agriculture Subsidies US** (4:59) by International Trade. The thumbnail shows a person in a field.
- Export Subsidy in a Large Country** (6:54) by Nisha Malhotra. The thumbnail shows a supply and demand graph with an export subsidy line.



Scale and Counting

3,446 views · Jan 3, 2014

👍 23 🗨️ 5 ➦ SHARE ⚙️ SAVE ⋮



allensens

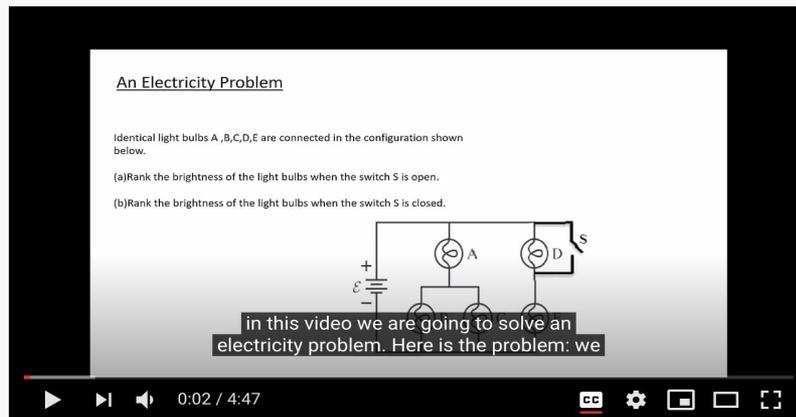
21.3K subscribers

SUBSCRIBED



Base 2, base 3, and base 10 counting.

SHOW MORE



Light Bulb Circuit

4,392 views · Jul 4, 2017

👍 22 🗨️ 9 ➦ SHARE ⚙️ SAVE ⋮



UBC-PHYS100 Course-Account

16 subscribers

SUBSCRIBE

This video explains how five light bulbs rank according to brightness in a circuit.

SHOW MORE

Twitter

- You can think of this as a mix between Facebook and Instagram
- Limited text.
- Share, comment, respond to students.
-



Econ_Concepts

568 Tweets



Edit profile

Econ_Concepts

@NishaEcon

Economist & Senior Instructor @UBC Vancouver School of Economics . Tweets on- Economics | Trade |Policy Micro | Econ101nm |Econ355nm @ubvse @UBC_Arts

📍 Canada 🔗 econ101.sites.olt.ubc.ca 📅 Joined September 2013

567 Following 590 Followers

Tweets

Tweets & replies

Media

Likes

🔄 You Retweeted



Econ_Concepts @NishaEcon · Feb 8

Labor statistics / Data Source - #canpoli #Database



Statistics Canada @StatCan_eng · Feb 7

Labour Force Survey, January 2020: Employment increased by 35,000 (+0.2%) in January, all in full-time work. The unemployment rate fell 0.1 percentage points to 5.5%. ow.ly/4Nry50ygjab



STAT 545 at UBC

1,780 Tweets



Following

STAT 545 at UBC

@STAT545

UBC Statistics course in data wrangling, exploration, and analysis with R; Taught by @JennyBryan

📍 Vancouver, BC 🔗 stat545.com 📅 Joined September 2014

34 Following 2,331 Followers

👤 Followed by Adam Raymakers, UBC Global Lounge, and 2 others you follow

Tweets

Tweets & replies

Media

Likes

📌 Pinned Tweet



STAT 545 at UBC @STAT545 · Sep 2, 2014

Full disclosure: tweets from this account will be a mix of interesting data science stuff and STAT 545A / STAT 547M course minutiae.

💬 1

🔄 2

❤️ 9



Benefits

My experience

- Higher participation and discussion rates.
- A greater number of problem solving, and other requests made.

What others find.

- Emertxe, Bangalore, argue for five benefits: Learning and Networking, Creative Expression, Global Exposure, Employment Opportunities, and Social Media Marketing.
- Gleason and Gillern (2018) argue that our use of social media in classrooms can positively influence internet citizenship as practiced by our students.

Checklist for Social Media in classrooms

Does UBC have social media guidelines?

- Cannot be mandatory
- Inform our students of our learning goals
- Option to use aliases
- Alternatives

https://wiki.ubc.ca/Documentation:Student_Privacy_and_Consent_Guidelines/Instructor_Use_Summary

Recommendations

- Use separate account for teaching
- Keep the posts relevant to the material currently covered in lectures
- Respond to comments or designate others to respond
- For discussion -set the trajectory by providing focused questions or responses to group Qs

Questions?

We like to invite participants to chime in with their experiences.



JAN
2020

DAILY TIME SPENT USING SOCIAL MEDIA

AVERAGE DAILY TIME (IN HOURS AND MINUTES) THAT INTERNET USERS AGED 16 TO 64 SPEND USING SOCIAL MEDIA ON ANY DEVICE



References

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