Social Media and Higher Education Literature Review

In the Spring of 2010, ACUTA conducted a survey of its institutional members regarding their institutions’ use of social networking sites. This literature review was compiled in conjunction with the survey research.

The first section describes resources that were recommended by ACUTA members who serve either on the ACUTA Higher Education Advisory Panel or the ACUTA Social Networking, New Media, and Web Resources Subcommittee.

The other sections of the review identify scholarly publications and presentations that were identified through online library searches about social media or social networks in higher education. Abstracts were drawn from the sources indicated at the end of each abstract.

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Section 1: Articles, books, and presentations recommended by ACUTA committee members

Arthur Brant of Abilene Christian University: “A July 2009 study by Anderson Analytics identified, Facebook users tend to be old, white, and rich. MySpace users are young…and fleeing. Twitterers are more likely to have a part-time job, LinkedIn users like to exercise and own more gadgets.”

• Perez, S. (2009, Judy 9). Who Uses Social Networks and What Are They Like? (Part 1). Retrieved January 2010, from ReadWriteWeb:

And

• Perez, S. (2009, July 9). Who Uses Social Networks and What Are They Like? (Part 2). Retrieved January 2010, from ReadWriteWeb:

Arthur Brant of Abilene Christian University: “Slide deck from the Association for Information and Image Management on Enterprise 2.0 market trends.”


Matthew Arthur of Washington University in St. Louis: “See the article about Facebook privacy issues.”

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http://www.pcworld.com/businesscenter/article/186651/zuckerberg_comments_underscore_conflict_between_social_networking_and_privacy.html

Brett Coryell of Emory University: “I’ve been strongly influenced by Seth Godin’s book and blog. The book Tribes most closely captures this in a single work but the blog is the best overall source. I’m reviewing his brand new book, Linchpin, right now but I’m only 1/3 of the way through. Someone coming to the concept of social networking without much knowledge can understand the tools and who is using them but I think Seth does a great job of explaining why social media will change the world.”


- “The Society for New Communications Research (SNCR) is a global nonprofit think tank dedicated to the advanced study of the latest developments in new media and communications, and their effect on traditional media and business models, communications, culture and society. SNCR creates a bridge between the academic community and practitioners using these new tools and methodologies, and is focused on research, education and best practices. They have a new study called The New Symbiosis of Professional Networks.” [Abstract from http://www.sncr.org]

Arthur Brant of Abilene Christian University: “For us Higher Ed Folks . . . a report on faculty adoption of Twitter.”

- “A survey conducted by Faculty Focus asked college and university faculty about their familiarity and use of the micro-blogging service. “It happened seemingly overnight, but suddenly the education community is all a-Twitter. Or is it? That’s what set out to learn when it launched in July 2009 a survey on the role of Twitter in higher education. The survey asked college and university faculty about their familiarity and use of the micro-blogging service, if any, as well as whether they expect their Twitter use to increase or decrease in the future. The survey of nearly 2,000 higher education professionals found that almost a third (30.7 percent) of the 1,958 respondents who completed the survey are using Twitter in some capacity. More than half (56.4 percent) say they’ve never used Twitter. The remaining 12.9 percent of respondents say they tried it, but no longer use it. Interestingly, although the majority of faculty do not currently use Twitter, their reasons are varied. While many questioned its educational relevance and expressed concerns that it creates poor writing skills, for others the reasons seemed to boil down to the simple fact that they either don’t know how to use Twitter, or don’t have time to use. Of those who currently use Twitter nearly three-fourths (71.8 percent) say they expect to increase their use during the coming academic year. Only 3.2 percent say their Twitter use will likely decrease and 25.0 percent say it will stay about the same. In terms of how higher education professionals are using Twitter, the most common activities include staying current on news/trends and networking with colleagues (even those they’ve never met in person). There also are educators who have experimented with different ways to use Twitter in the classroom, or have plans to do so for the first time this coming semester.” [Abstract from http://www.scribd.com]

Arthur Brant of Abilene Christian University: “EDUCAUSE handout from the “Harnessing Social Networking Tools to Build Connectivity and Learning Community in Online Courses” session ... which has also prompted a "Social Networking at EDUCAUSE" Facebook group. The perspective is teaching centric, but interesting data points.”

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Arthur Brant of Abilene Christian University: Slides from a presentation at eduWeb Conference.


Sam Levy of University of St. Thomas recommended statistics regarding social networking excerpted from ComScore’s 2009 U.S. Digital Year in Review.


Section 2: Articles about uses of social media within IT

“Social networks of the electronic variety have become thoroughly embedded in contemporary culture. People have woven these networks into their daily routines, using Facebook, Twitter, LinkedIn, online gaming environments, and other tools to build and maintain complex webs of professional and personal relationships. CIOs likewise have recognized the importance of building social networks, using not only these electronic tools but also the old-fashioned methods of face-to-face communication and relationship-building. Today, establishing these networks is more important than ever in order to manage changes in technology and expectations in the current economy. The communications makeover of IT organizations begins with understanding the higher education landscape and moving inward in concentric circles. IT leaders have long been knowledgeable about higher education, including government policy, finances, and the competitive outlook; now, the importance of broad generalist knowledge is filtering lower in the organization.” [Abstract from ABI/INFORM Global]


Section 3: Articles about social media use in the classroom

“Since 2004, the annual ECAR Study of Undergraduate Students and Information Technology has sought to shed light on how information technology affects the college experience. ECAR asks students about the technology they own and how they use it in and out of their academic world. They gather information about how skilled students believe they are with technologies; how they perceive technology is affecting their learning experience; and their preferences for IT in courses. The ECAR Study of Undergraduate Students and Information Technology, 2009 is a longitudinal extension of the 2004, 2005, 2006, 2007, and 2008 studies. It is based on quantitative data from a spring 2009 survey of 30,616 freshmen and seniors at 103 four-year institutions and students at 12 two-year institutions; student focus groups that included input from 62 students at 4 institutions; and review of qualitative data from written responses to open-ended questions. In addition to studying student ownership, experience, behaviors, preferences, and skills with respect to information technologies, the 2009 study also includes a special focus on student ownership and use of Internet-capable handheld devices.” [Abstract excerpted from EDUCAUSE]


“The ECAR Study of Undergraduate Students and Information Technology, 2008 (Research Study, Vol. 8) is based on quantitative data from a spring 2008 survey of 27,317 freshmen and seniors at 90 four-year institutions and
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eight two-year institutions; student focus groups that included input from 75 students at four institutions; and analysis of qualitative data from 5,877 written responses to open-ended questions. In addition to studying student ownership, experience, behaviors, preferences, and skills with respect to information technologies, the 2008 study also includes a special focus on student participation in social networking sites.” [Abstract excerpted from EDUCAUSE]


“Since its creation in 2004, Facebook has become one of the most frequently visited websites on college campuses. Because of this rise in popularity, the subject of social networking has grown as an idea and concern for both faculty members and students. At Lee University, it has been observed that a growing number of faculty members have indeed created Facebook profiles. According to Pascarella and Terrenzini (1991), some of the most effective faculty members are those that create an informal relationship with their students. Over recent decades, numerous studies have suggested that student and faculty interaction has a notable impact on students "outcome, both in the intellectual and the social realm" (Endo & Harpel; 1982). This study examines the opinions and reactions of faculty members and students at Lee University in Cleveland, TN in reference to their use of Facebook and how it affects ones education, directly or indirectly.” [Abstract from ERIC]

- Sturgeon, C. M., & Walker, C. (2009). Faculty on Facebook: Confirm or Deny? Paper presented at the Annual Instructional Technology Conference, Lee University, Cleveland, TN.

“Social networking sites such as "Facebook" and "MySpace" have been subject to much recent debate within the educational community. Whilst growing numbers of educators celebrate the potential of social networking to (re)engage learners with their studies, others fear that such applications compromise and disrupt young people's engagement with "traditional" education provision. With these ongoing debates in mind, the current paper presents an in-depth qualitative analysis of the "Facebook" "wall" activity of 909 undergraduate students in a UK university. Analysis of these data shows how much of students' education-related use of this social networking application was based around either the "post-hoc" critiquing of learning experiences and events, the exchange of logistical or factual information about teaching and assessment requirements, instances of supplication and moral support with regards to assessment or learning, or the promotion of oneself as academically incompetent and/or disengaged. With these themes in mind, the paper concludes that rather than necessarily enhancing or eroding students' "front-stage" engagement with their formal studies, "Facebook" use must be seen as being situated within the "identity politics" of being a student. In particular, "Facebook" appears to provide a ready space where the "role conflict" that students often experience in their relationships with university work, teaching staff, academic conventions and expectations can be worked through in a relatively closed "backstage" area.” [Abstract from ERIC]


“What impact can Web 2.0 technologies, specifically social networking sites, have inside and outside the classroom? While participation within the Facebook community has grown exponentially across college campuses, participation in course-specific WebCT discussion forums has not necessarily followed suit. In response to this disparity, Jacob Schroeder and Thomas J. Greenbowe created a Facebook group for Iowa State University students who were enrolled in a one-semester undergraduate organic chemistry laboratory, hoping to provide a more dynamic environment for communication among students and the course instructor. A comparison of student usage of the Facebook group with the WebCT discussion forums suggests that students use Facebook more dynamically than they use WebCT’s discussion functions.” [Abstract from ERIC]


“Web 2.0 storytelling is the telling of stories using Web 2.0 tools, technologies, and strategies. There are two essential features that are useful in distinguishing Web 2.0 projects and platforms from the rest of the Web:
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microcontent and social media. Combining social media with microcontent yields a series of synergistic effects, including conversations that occur across multiple sites and with multiple connections in between. People should expect Web 2.0 storytelling to consist of Web 2.0 practices. And indeed, social microcontent is clearly present in projects like Postmodern Sass, where many posts have attached comments from people who are (presumably) not the author. From public intellectual podcasts to classroom blogs, from Wikipedia assignments to student projects in Twitter feeds, Web 2.0 platforms have been utilized in higher education because of their ease of use, ready availability, individual affordances, and network effects. Web 2.0 storytelling offers two main applications for colleges and universities: as composition platform and as curricular object.” [Abstract from ABI/INFORM Global]


“Although the barrier between inside and outside the classroom has been difficult to overcome, new social media forms today are starting to break down that barrier and enable dialogue. Social networks, instant messaging, blogs, and virtual worlds not only allow conversation but rely on it. These popular social media services feature high levels of participation, numerous contributions and discussions, and even detailed debates. Virtual worlds come in lots of flavors, but they all share four characteristics: 1. persistence, 2. multiuser, 3. avatars, and 4. wide area network. These characteristics can be powerful for teaching and learning. Students can use their avatar to express themselves in a way that is similar to their profile on a social network, resembling who they are in real life. Also, the ability to mix students from all over the world in one virtual world means that campuses can begin to blend classes from different subject areas as well as different campuses.” [Abstract from ABI/INFORM Global]


“The millennial generation of students are digital natives coming to higher education with extensive experience in social media. Business and other organizations are expecting their recruits to have high proficiency in these technologies, too. This article is an overview of the use of the main social media in teaching. Facebook, blogs, YouTube, Twitter, MySpace, and Second Life are discussed with examples of how they can be used to foster robust collaboration among learners in management education. The movement to richer media such as video blogs (vlogs) is assessed. Caveats for implementing the social media in higher educational settings are noted.” [Abstract from ABI/INFORM Global]


“Pedagogical Benefits of Blogs A number of studies explore the role of blogs in various academic disciplines in higher education; for instance, science (Brownstein & Klein, 2006); business (Williams & Jacobs, 2004); teacher education (Deng & Yuen, 2007; Loving, Schroeder, Kang, Shimek & Herbert, 2007; Ray & Coulter, 2008; Stiler & Phillee, 2003); and language learning (Ducate & Lomicka, 2005). According to Moore (1993), the distance between learners and their teacher, termed "transactional distance," is more a psychological and communications space than a physical and geographic separation.” [Abstract from ProQuest]


“The use of Web-based learning technologies has increased dramatically over the past decade providing new opportunities and avenues for students to interact with their professors virtually using computer-mediated communication (CMC) technologies. In this article, the authors share their experiences and findings with the use of virtual office hours as a medium for students to communicate with their professors using a Web 2.0 technology, namely Facebook's instant messaging (IM) client. Participants in the study included both traditional and nontraditional undergraduate students enrolled in on-campus MIS courses at a public U.S. university in the southeast. The findings suggest that students' use of virtual office hours is not significantly different from their use of traditional office hours; however, participants in classes that offered virtual office hours reported higher levels of satisfaction with office hours than students in classes that offered only traditional face-to-face office hours. Implications for faculty designing courses using virtual office hours as a teaching and learning tool are discussed.” [Abstract from ABI/INFORM Global]
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“Students have to cope with new technologies, changing environments, and conflicting changes in capstone projects. They often lack practical experience, which might lead to failing to achieve a project's learning goals. In addition, the Net Generation students put new requirements upon software engineering education because they are digitally literate, always connected to the Internet and their social networks. They react fast and multitask, prefer an experimental working approach, are communicative, and need personalized learning and working environments. Reusing experiences from other students provides a first step towards building up practical knowledge and implementing experiential learning in higher education. In order to further improve knowledge acquisition during experience reuse, we present an approach based on Web 2.0 technologies that generates so-called learning spaces. This approach automatically enriches experiences with additional learning content and contextual information. To evaluate our approach, we conducted a controlled experiment, which showed a statistically significant improvement for knowledge acquisition of 204% compared to conventional experience descriptions. From a technical perspective, the approach provides a good basis for future applications that support learning at the workplace in academia and industry for the Net Generation.” [Abstract from ABI/INFORM Global]


“Professional development activities that covered social networks and other electronic media and devices such as Wikipedia, YouTube, iTunesU, Skype, SMART-boards, interactive whiteboard solutions and wireless response systems were scheduled. Since the students are more assertive in operating these devices, and the professors know the desired learning outcomes, the partnering of the two creates a pedagogical shift.” [Abstract from ProQuest]


“As educators and researchers we can mock or simply ignore social networking technology, or, as Charnigo and Barnett-Ellis (2007) suggested, "by exploring popular new types of internet services such as Facebook instead of quickly dismissing them as irrelevant, we might learn new ways to reach out and communicate better with a larger segment" (p. 31). The poor college graduation rates of struggling adolescent readers suggests that developmental readers deserve this "poke"-it may be their last one.” [Abstract from ProQuest]


“The wiki’s ethos emphasizes participation rather than eligibility. Besides the kinds of contributions already mentioned, participants might consider posting the following: *Rubrics to assess student projects that make use of multimedia showcase services (e.g., creating a multivoiced text on VoiceThread.com) * Links to and brief descriptions of alternatives to online services often blocked by school filters (e.g., instead of using Flickr, try Picasa; instead of using YouTube, try OurMedia.org) * Software or service walk-throughs that support "newbies" in becoming proficient users (e.g., a video and audio walk-through made with JingProject.com for using Zamzar.com to convert video files) The logic of NewLits.org is that participants learn (about) digital literacies by engaging in digital literacies, within the supportive environment of what Gee (2004) called an "affinity space" (pp. 85-87).” [Abstract from ProQuest]


“This experimental study examined the effects of teacher self-disclosure via Facebook on anticipated college student motivation, affective learning, and classroom climate. Participants who accessed the Facebook website of a teacher high in self-disclosure anticipated higher levels of motivation and affective learning and a more positive classroom climate. In their responses to open-ended items, participants emphasized possible negative associations
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between teacher use of Facebook and teacher credibility. Participants offered recommendations for teachers regarding the use of Facebook and other weblog services.” [Abstract from ProQuest]


“Virtual worlds, computer-based simulated environments in which users interact via avatars, provide an opportunity for the highly realistic enactment of real life activities online. Unlike computer games, which have a pre-defined purpose, pay-off structure, and action patterns, virtual worlds can leave many of these elements for users to determine. One such world, Second Life (SL), is frequently used as platform for revenue generation, information and knowledge sharing, and learning. As a learning environment, Second Life appears to be particularly amenable to action learning, where learners are not simply observers, but plan, implement, observe, and draw conclusions from their actions. We tested the usefulness of SL as an action learning environment in a senior course for management information systems students. The findings demonstrate learning in the SL environment contributes to the students' perceived value of learning through the Action Learning steps.” [Abstract from ProQuest]


“Second Life is a three-dimensional (3D) electronic environment where members can socialize, hold virtual meetings, or conduct economic transactions. Utilizing virtual environments like Second Life is believed to provide educators with a new medium for teaching and information dissemination that bypasses the normal boundaries associated with traditional online and face-to-face interactions. This unique platform not only provides educators with traditional online teaching conventions but also allows for simulated social interactions, which are essential to student-teacher relations in the classroom. This paper presents a series of field trials and focuses on one recent case study of the integration of Second Life into an introductory computer course. The benefits, lessons learned and effective practices of integrating the technology are provided. The case study findings are supplemented with results from student surveys. The study found that the integration of Second Life activities improved students' learning experience. Furthermore, students participated in the Second Life activities in the case study showed higher learning motivation and better performance. Limitations of this study and future research directions are also provided.” [Abstract from ProQuest]


“Virtual worlds are becoming increasingly sophisticated, showing potential as an effective platform for a variety of collaborative activities, including learning. This study examines students' intentions to use the virtual world Second Life (SL) for education, and explores factors associated with their intentions. Based on the Technology Acceptance Model (TAM) and extended factors, a research model is proposed. The model is tested through a survey administered to business school students who participated in Second Life in upper level MIS courses. Results suggest that perceived ease of use affects user's intention to adopt SL through perceived usefulness. Computer self-efficacy and computer playfulness are also significant antecedents to perceived ease of use of virtual worlds. Implications for educators are presented.” [Abstract from ProQuest]


“This exploratory study investigates the potential of Wiki technology as a tool for teaching and learning. Wikis are a component of Web 2.0 technology tools that provide collaborative features and active learning opportunities in a web-based environment. This research study sought to empirically determine the pedagogical value of using Wiki technology in university courses. An instrument comprised of four constructs: Learning/Pedagogy, Motivation, Group Interaction, and Technology was developed and tested using reliability and validity as being capable of assessing student perceptions of value of Wiki technology. Hypotheses were tested to determine if factors such as age, gender, work experience, and web development experience influence students' satisfaction with Wiki
technology. Best practices for using Wikis in the classroom, student concerns, and lessons learned by the researchers when implementing Wikis for instruction are discussed in this study. The authors hope that understanding the use of Wiki technology will provide practitioners and researchers an opportunity to develop pedagogically effective Wiki learning environments.” [Abstract from ProQuest]


“To be truly effective, online learning must facilitate the social process of learning. This involves providing space and opportunities for students and faculty to engage in social activities. Although learning management systems offer several tools that support social learning and student engagement, the scope, structure, and functionality of those tools can inhibit and restrain just-in-time social connections and interactions. In this teaching tip, we describe our use of Twitter to encourage freeflowing just-in-time interactions and how these interactions can enhance social presence in online courses. We then describe instructional benefits of Twitter, and conclude with guidelines for incorporating Twitter in online courses.” [Abstract from ProQuest]


“The context of Information Communication Technology (ICT) is changing dramatically. Today, Web 2.0 applications such as Facebook and MySpace are used ubiquitously in the general population, and Virtual Worlds are becoming increasingly popular in business, for example via simulations in Second Life. However the capacity of Virtual Worlds is underutilised in educational contexts. Educational institutions in general, but especially those offering Information Systems (IS) courses, must keep pace with emerging ICT and social trends or risk becoming irrelevant. Furthermore, there are particular pedagogical advantages in utilising emerging technologies such as Virtual Worlds in IS education. For instance, Second Life offers an intrinsically motivating, safe, and low cost environment in which to learn IS-related skills such as programming, requirements analysis, systems development, project management, and business process modelling. Drawn from the experience of the authors and current innovations in pedagogical research and practice, suggestions are made for curriculum design and implementation of Second Life in IS Education, including: the benefits of blending the real and Virtual Worlds; enhancement of students’ intrinsic motivation; industry-relevant skill transfer; and innovative education that transcends traditional pedagogical practices. These points are illustrated with reference to case studies of IS student projects in Second Life from the University of Hamburg and Curtin Business School. Attention is given to current limitations of this emerging technology, regarding hardware, software, and connectivity. Future developments in both the technology and how it is implemented in educational contexts, integrating the real and virtual worlds via emerging technologies, are mentioned.” [Abstract from ProQuest]


“Web 2.0 and virtual world technologies are here to stay. Today, our students come to our classroom with a presence on Facebook, the latest concert as a podcast on their MP3 player, and experience playing games in virtual worlds. In some respects, students are more tech-savvy than their Information Systems professors. Research showing the benefits of collaborative learning is being conducted across disciplines. This Special Issue looks at the use of Web 2.0 and virtual world technologies in information systems classes. In this paper, we introduce this Special Issue by discussing the different types of Web 2.0 technologies, looking at how they are used in information systems education, and examining some of the advantages and disadvantages of using them in the classroom. The final section of this paper addresses some future thoughts regarding the use of Web 2.0 technologies in our classes.” [Abstract from ProQuest]


“With Internet usage in the United States at an all-time high, information technology use in education has continued to increase. Research has shown that many students are utilizing these materials to search out
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information and assist with completing class assignments. Many college students have described the Internet as a functional tool that helps them to communicate with professors, conduct research, and access library materials. As more and more students and educators use the Internet as a source for information in the classroom, it is important to monitor students’ attitudes and usage to ensure students know how to use technology effectively by recognizing credible sources and utilizing the correct technology for each situation. This study utilizes a descriptive survey to explore the current usage and attitudes toward the Internet by students enrolled in college of agriculture courses at the University of Florida. Findings indicate that these students are substantial users of the Internet and programs like Facebook, MySpace, and search engines. Students indicate believing that the Internet is easy to understand, important, beneficial, believable, and accurate. Recommendations are offered as to what these findings mean for instructors in the classroom.” [Abstract from ERIC]


“This paper examines the practical implications for teachers wishing to incorporate e-learning and Web 2.0 technologies into their pedagogy. The authors concentrate on applied didactical scenarios and the impacts of e-learning innovations. The methods applied stem from grounded theory and action research. An analytical framework was derived by inverting problem-based learning (PBL). Three practices at the University of East London (UEL) are examined in the context of this framework, using, respectively, a formal virtual learning environment, Facebook and Skype. The paper’s findings have implications and provide guidance for those planning and implementing online collaboration and learning in education and industry.” [Abstract from ERIC]


“Today, information and communication technologies such as Facebook, MySpace, and Twitter are some of the most popular technologies available on the Internet, with millions of users worldwide. Research is still trying to discover how people use them, for what purposes, and in what settings, and investigate how they may be shaping the ways they think, work, and communicate. In this article, the author describes two of the trends in using these tools that she and her colleagues see happening, based on their own research. First, social bookmarking sites, such as Delicious, Diigo, and CiteULike, can provide the resources to facilitate a scholarly approach to teaching where teachers concerned with developing research-based best practices can collectively assemble, annotate, recommend, and share scholarly resources, such as books, journal articles, websites, and contacts. Second, social networking tools, such as Facebook, Classroom 2.0, Ning, and Twitter, can be used to garner collective emotional support and recognition for one’s creative practices. In their work studying the potential educational benefits and challenges of social network site use among urban teenagers, the author and her colleagues found that such technologies could function as social learning resources and spaces for new literacy practices.” [Abstract from ERIC]


“This is the age of cool tools. Facebook, iPhone, Flickr, blogs, cloud computing, Smart Boards, YouTube, Google Earth, and GPS are just a few examples of new technologies that bombard people from all directions. As individuals people see a new technology and can appreciate its coolness, but as educators they wonder how these tools can be used for teaching. The fact that a technology is innovative and popular does not make it an educational technology. But these technologies have the potential to fundamentally change the way people think about teaching and learning. Repurposing these cool tools for educational purposes, however, is not simple. If educators are to repurpose tools and integrate them into their teaching, they require a specific kind of knowledge that is called technological pedagogical and content knowledge (TPACK). In this article, the authors provide three examples of technology that can be repurposed for educational ends—microblogging, visual search engines, and music DJ software. All of these examples were developed by a team of Punya Mishra’s graduate students.” [Abstract from ERIC]
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“IT’s 2009: The current millennial generation, the i-Kids, the "Digital Natives," the Net Generation students are now approximately ages 8 to 27. Many of these students are entering their years of career exploration while others are actively involved in career and technical education (CTE) programs in school or college. The millennial generation is the first generation to grow up with technology integrated into their lives—cell phones, i-pods, computers, the Internet, instant messaging, texting, MySpace and Facebook accounts, computer and console video games and multimedia. The future will be full of surprises and that surely will include more technological advances. One such advancement on the horizon is computerized clothing. This article takes a look at the following: (1) the future career technology education (CTE) instructional programs; (2) what the future CTE classrooms will look like fifty years from now; and (3) the technologies educators and students will be using in the future.” [Abstract from ERIC]


This book addresses computer-assisted instruction and educational aspects of online social networks in foreign language instruction.


Section 4: Articles about uses of social media by libraries

“This article “demonstrates how Facebook, a popular social networking Web site, provides libraries with the opportunity to develop an outreach presence and information portal within an online community. While much of the recent literature examines Facebook and defines its potential use within libraries, this article focuses on the use of Facebook’s newest feature: customizable Facebook Pages. In December 2007, librarians at the State University of New York at Buffalo began exploring the use of Facebook Pages to virtually reach out to patrons and market library services. Based on user response and Page statistics, librarians found the use of Facebook Pages provided a welcome extension of services and a unique form of outreach that reached beyond the campus community. Through a University at Buffalo Libraries Page on Facebook, librarians can update and inform students, faculty, and staff of new events, workshops, library services, and resources. Librarians at the University at Buffalo maintain an active online community that reaches more than 300 fans. Fans provide discussion and feedback regarding library services, offering a more interactive extension of the Libraries homepage. This article explains the design process, including the use of third-party and custom applications. Challenges, ideas, and user response in regards to the use of Facebook Pages in a library setting are also presented.” [Abstract from ERIC]


“To really connect with students on Facebook, one has to realize that most of them read information that Facebook puts in front of them, not what they seek out on their own. It appears that student response to library outreach on this medium is lackluster at best, with a few students requesting books here and others asking reference questions there.” [Abstract from ProQuest]


“According to Justin Bradford, coordinator of Alumni Relations and Annual Giving, the Alumni Association group on Facebook has 930 friends, and the CU Alumni YouTube account has had more than 600 views. 3. [...] our main goal is to make changes that we will be able to keep up with since there are only four of us working in the library.” [Abstract from ProQuest]

“Since we decided to use "informal Pbinas" on our social networking sites, we set up the profiles through his perspective. [...] his birthday is the anniversary of when our current building opened. Establish a library YouTube account and make fun and informative videos about library services and databases and create a virtual tour of the building for our distance education students.” [Abstract from ProQuest]


“[...] some organizations may discourage their professionals from setting up profiles on public sites such as LinkedIn, lest their competitors poach their personnel. Many tweets summarize or excerpt a news article, website, blog entry, or other resource along with its URL. Since you don’t want to waste a single character when you must say something coherent within the allowed space, URL shortener services, especially bit.ly, find ample use.” [Abstract from ProQuest]


“This study surveyed 366 Valparaiso University freshmen to discover their feelings about librarians using Facebook and MySpace as outreach tools. The vast majority of respondents had online social network profiles. Most indicated that they would be accepting of library contact through those Web sites, but a sizable minority reacted negatively to the concept. Because of the potential to infringe on students’ sense of personal privacy, it is recommended that librarians proceed with caution when implementing online social network profiles.”


“With celebrities discussing Twitter on television talk shows, Facebook being used by people to share pictures of their grandchildren, and academic seminars being delivered in Second Life, it is hard to get through a day without being faced with some sort of social networking tool. Librarians often talk about the importance of outreach and of bringing services to the patrons in the places where they are located, and the author has heard many colleagues wonder about the efficacy or potential futility of delivering their services via these tools. This column will highlight some of the early research that has been done in this area, along with pointing out a few useful guides to getting started with various Web 2.0 technologies in a library setting.” [Abstract from Eric]


“The media often report on the negativity of Facebook, with horror stories of people losing their jobs because of something they posted. There can be useful purposes for Facebook, however, especially after the unthinkable happens on a college campus. Community college libraries can incorporate Facebook into their security planning.” [Abstract from ERIC]


**Section 5: Articles about student relationships via social media**

“Friendship is highly significant during the university years. Facebook, widely used by students, is designed to facilitate communication with different groups of "friends". This exploratory study involved interviewing a sample of student users of Facebook: it focuses on the extent to which older adults, especially parents, are accepted as Facebook friends, and the attitudes towards such friendships and potential friendships and what these reveal about notions of privacy. Parents were rarely reported to be Facebook friends, and there was a view that in general they would not be welcomed. The reasons were related to embarrassment, social norms, and worries about mothers. Underlying these were various notions of the private and the public. Students did not appear to conceive of there being two distinct realms: indeed, the "public" appeared to be the individual's private social world. A level of sophistication is apparent, with nuanced understandings of concepts, suggesting that social
networking sites such as Facebook are associated with new ways of construing some of the notions surrounding the traditional public/private dichotomy. Notions of what is private and what is public are fuzzy, with no clear-cut public/private dichotomy. Computer-mediated communication appears to make this fuzziness more apparent than has hitherto been the case.” [Abstract from ERIC]


“Millions of contemporary young adults use social networking sites. However, little is known about how much, why, and how they use these sites. In this study, 92 undergraduates completed a diary-like measure each day for a week, reporting daily time use and responding to an activities checklist to assess their use of the popular social networking site, Facebook. At the end of the week, they also completed a follow-up survey. Results indicated that students use Facebook approximately 30 min throughout the day as part of their daily routine. Students communicated on Facebook using a one-to-many style, in which they were the creators disseminating content to their friends. Even so, they spent more time observing content on Facebook than actually posting content. Facebook was used most often for social interaction, primarily with friends with whom the students had a pre-established relationship offline. In addition to classic identity markers of emerging adulthood, such as religion, political ideology, and work, young adults also used media preferences to express their identity. Implications of social networking site use for the development of identity and peer relationships are discussed.” [Abstract from ERIC]


“Whilst recent studies suggest that over 95% of British undergraduate students are regularly using social networking sites, we still know very little about how this phenomenon impacts on the student experience and, in particular, how it influences students' social integration into university life. This paper explores how pre-registration engagement with a university "Facebook" network influences students' post-registration social networks. Research was conducted with first year undergraduates at a British university using an online survey. Students reported that they specifically joined "Facebook" pre-registration as a means of making new friends at university, as well as keeping in touch with friends and family at home. The survey data also illustrate that once at university, "Facebook" was part of the "social glue" that helped students settle into university life. However, care must be taken not to over-privilege "Facebook": it is clearly only one aspect of students' more general social networking practices and face-to-face interrelationships and interactions remain important. Students thought "Facebook" was used most importantly for social reasons, not for formal teaching purposes, although it was sometimes used informally for learning purposes.” [Abstract from ERIC]


“Social networking sites (e.g., MySpace and Facebook) are popular online communication forms among adolescents and emerging adults. Yet little is known about young people’s activities on these sites and how their networks of “friends” relate to their other online (e.g., instant messaging) and offline networks. In this study, college students responded, in person and online, to questions about their online activities and closest friends in three contexts: social networking sites, instant messaging, and face-to-face. Results showed that participants often used the Internet, especially social networking sites, to connect and reconnect with friends and family members. Hence, there was overlap between participants’ online and offline networks. However, the overlap was imperfect; the pattern suggested that emerging adults may use different online contexts to strengthen different aspects of their offline connections. Information from this survey is relevant to concerns about young people’s life online.” [Abstract from ERIC]

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“While college educators have long recognized the intensely social quality of campus life, many faculty and administrators have watched student culture become even more social in recent years as various interactive technologies, including online social networks, have emerged. Starting before students arrive on campus and continuing into their days as alumni, online social networking has become routine behavior for many college students on American campuses. As online social networking has spread, numerous questions have emerged about its implications for today’s college students. Perhaps the most important one is, How significantly does it affect their learning? In this article, the author provides an overview of how online social networks have become immense virtual communities comprising innumerable subcommunities, which students join more easily and in which they sometimes interact more frequently than at the physical campuses that they inhabit. He concludes by offering a list of suggestions on how faculty, staff, and administrators can develop approaches and strategies to help students use their networking behavior to enhance their learning and development.” [Abstract from ERIC]


Section 6: Articles about the use of social media in admissions, outreach, or engagement

“The University of Massachusetts Dartmouth Center for Marketing Research recently conducted one of the first statistically significant, longitudinal studies on the usage of social media by college admissions offices. The new study compares adoption of social media between 2007 and 2008 by the admissions offices of all the four-year accredited institutions in the United States. The colleges and universities were identified using a directory compiled by the University of Texas. This study revisits the admissions offices at institutions of higher education approximately one year later in the first longitudinal study on college admissions and the use of these new technologies. Given that a detailed wiki and a new longitudinal University of Massachusetts study now show that 13% of the Fortune 500 and 39% of the Inc. 500 currently have a public blog, it is interesting to note that college admissions departments continue to lead the pack with blogs at 41% of US colleges and universities. There is evidence of enthusiasm and eagerness to embrace these new communications tools but there is also evidence that these powerful tools are not being utilized to their potential. Schools using social media must learn the “rules of engagement” in the online world in order to maximize their effectiveness.” [Abstract from the University of Massachusetts Dartmouth]


“A 2007 survey conducted by marketing firms Noel-Levit and James Tower, and the National Research Center for College and University Admissions (NRCCUA) found that Black students expressed a preference for electronic communication and greater interest in using social networking to interact with colleges and make enrollment decisions compared to their White counterparts.” [Abstract from ProQuest]


“In the latter case, the broader communications strategy is referred to as e-recruitment, and its tactics focus on communication with prospects via instant messaging, e-mail, and online social network profiles. Targeting special-interest groups such as student athletes, transfer students, and parents. Online social networks make it feasible to reach targeted segments with personalized information, something enrollment experts say is critical in today’s highly technological and competitive environment (Noel-Levit 2006). Coordinating meetings with high school teachers, principals, guidance counselors, students, and university administrators on the subject of online social networking. A market research study commissioned by MySpace, Isobar, and Carat USA (Fox Interactive Media 2007) found a tie in the top two choices of what 15 to 34-year-olds would do if they had 15 minutes of time: they would either check out a social networking site or talk on their cell phone. [Abstract from ProQuest]
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“This article talks about the latest trend in education, which is social networking. As this phenomenon continues to grow, community colleges are getting into the act, launching online initiatives and harnessing the technology to communicate, promote, and conduct important school business. School administrators believe that social networking can lure students, spread the word about educational opportunities and programs, and promote achievement on campus. At MiraCosta College in Oceanside, California, among several colleges using this technology, administrators created a MySpace page to communicate course offerings, deadlines, events, and other information to current and prospective students. The college also launched its own Facebook page with similar objectives. Included in this article is a social networking glossary.” [Abstract from ERIC]


“The purpose of this qualitative study is to analyze and understand what information students seek from a college's Web site during their college search. Often, college Web sites fail either to offer students an interactive dialogue or to involve them in the communicative process, negatively affecting students' college search. Undergraduate participants were selected on the basis of their availability and accessibility. Study participants are students enrolled in media studies courses at a public, four-year institution in St. Louis, Missouri. The results of the research suggest that prospective students rely heavily on information presented on a college's Web site, to the extent that the information available will either encourage or discourage their college choice. Prospective and current students utilize college Web sites because of their convenience and speed. Information most searched includes majors and tuition, followed by ranking, size, and location, as well as pictures, videos, and virtual tours. Student message boards and blogs (e.g., Facebook and ratemyprofessor.com) also are highly sought out by college seekers, though most colleges do not feature links to these sites on their own Web sites.” [Abstract from ERIC]


“Students today network with each other using technology as much as, if not more than, face-to-face communication. College administrators must not only recognize this phenomenon, but learn to use the variety of electronic media available in positive ways: to stay connected to college social networks, promote relevant events, and help students feel safe and at home on campus. Facebook, an online communication tool that allows users to connect individually and with large groups, began with a Harvard student who saw untapped potential in taking the college's traditional freshman directory to an electronic, student-directed format. With over 100 million active users, Facebook now holds an 85 percent market share of four-year U.S. colleges and universities (Facebook, 2008a). This article explores Facebook.com's current and potential uses for increasing college student involvement. Just as students are multidimensional in their talents, interests, and abilities, so must student affairs staff members be creative in implementing programs that support these talents, interests, and abilities. Informed by theory and practice, effective student personnel administrators will find innovative ways to involve students. Alexander Astin's theory of student involvement (1984) is a highly useful framework for evaluating how much or whether Facebook use affects student engagement. The authors present examples and recommendations in using Facebook to increase student involvement.” [Abstract from ERIC]


“Today's college students, the Net generation, have woven technology into their everyday repertoire of communication and connection tools. They use the Internet, e-mail, instant messaging, blogs, and social networking Web sites like Facebook and MySpace at higher rates than individuals from any other generation. Student affairs professionals, however, use technology less and in different ways than their students do, lagging in their use of technology for newer forms of communication. Indeed, there is an inverse relationship between age and going online, having high-speed access at home, using the Internet for academic research, text messaging, using social networking Web sites, instant messaging, reading and creating blogs, and downloading music and
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videos. It is important for student affairs professionals to be familiar with the technology that students use, especially since newer technologies can be used in ways that increase student engagement and ultimately improve educational outcomes. In this article, the authors review the research on college student technology use, the more popular technology tools that today's college students use, and the importance of this information to student affairs professionals.” [Abstract from ERIC]


“Colleges and universities are beginning to embrace social media and realizing the potential power and implications for using it as a component of their overall marketing mix. This guide will introduce you to some of the more popular forms of social media, including Facebook, MySpace, YouTube, Flickr, Twitter, blogs, and del.icio.us. 148 colleges and universities responded to a survey in July 2008 answering what social media they are using most, how they are using it to reach their target audiences, and which department(s) at the college are responsible for maintaining it. This guide will review existing literature available in this subject area, identify implications for and against using social media, and discuss best practices, recommendations and considerations for higher education marketers.” [Abstract from author]


Section 7: Articles about responsible uses of social media

“College students across the nation are chronicling their lives on Facebook and other social networks such as MySpace with photos, videos, instantaneous status updates and blog entries that highlight their thoughts, opinions, interests and dislikes. Facebook, one of the largest social networking sites in the country with 175 million users, connects "friends" around the world and allows them to digitally share their lives. In fact, the site is so popular many faculty members and university administrators have joined its ranks. And, while the underlining purpose of the social network may be to connect and share, some college students may be disclosing too much in the eyes of academic leadership. Facebook did not create a new layer of responsibility for students, says Dr. BJ Fogg, director of the Persuasive Technology Lab at Stanford University. Prior to Facebook, inappropriate information or compromising photos could be leaked in e-mails or blogs. In the future, says Fogg, institutions will need to develop social networking policies that outline for students what is appropriate and what is not.” [Abstract from ERIC]


“The press is filled with articles about social networking in general and Facebook in particular. With Facebook recently allowing Web crawlers like Google to capture front-pages of users' profiles on a default open setting, this development is as predictable as it is inevitable: social networking goes global. Beacon -- Facebook's activities on third-party sites -- went from an opt-out to an opt-in program within a matter of days due to a user uprising over privacy. If nothing else, these reactions by users should lend the notions, first, that there is no privacy on the Internet and, second, that youth have no interest in it. What challenges remain with this killer app? The author suggests three: user education, especially for adolescents and their parents; new features connecting higher education's missions to the popular site; and legal and policy considerations on a global scale.” [Abstract from ABI/INFORM Global]


“The present article examines factors that influence why students post information on their social network profile which employers would find inappropriate. Results show that many students make a conscious attempt to portray a particular image and, as predicted, their intended image was related to whether they posted inappropriate information. Those who believed they portrayed a hardworking image were unlikely to post inappropriate information, whereas students who felt they portrayed an image that was sexually appealing, wild, or offensive
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were most likely to post such information. Limitations, implications for business education, and directions for future research are discussed.” [Abstract from ERIC]


“This study advances our knowledge of students' online self-disclosures by examining a random sample of students' Facebook profiles at a large, public research University in the Northeast. A quantitative content analysis revealed that the vast majority of students had a Facebook account and very small proportions restricted access of their profile to University staff. Substantial proportions of students' profiles contained contact information, course schedules, positive references to the University, and pictures of students' consuming alcohol. Detailed implications for practice are discussed.” [Abstract from ERIC]


“In the era of such online spaces as Facebook, Instant Messenger, Live Journal, Blogger, Web Shots, and campus blogs, college students are using these resources and other online sites as a social medium. Inevitably, this medium presents students with ethical decisions about social propriety, self disclosure and acceptable behaviour. Because online social networking sites have proven problematic for college students and for college administrators, this book aims to offer professional guidance to Higher Education administrators and policy makers. Online Social Networking on Campus: Understanding what matters in student culture is a professional guide for Higher Education faculty and Student Affairs administrators, which rigorously examines college students' use of online social networking sites and how they use these to develop relationships both on and off campus. Most importantly, Online Social Networking on Campus investigates how college students use online sites to explore and makes sense of their identities. Providing information taken from interviews, surveys and focus group data, the book presents an ethnographic view of social networking that will help Student Affairs administrators, Information Technology administrators, and faculty better understand and provide guidance to the "neomillennials" on their campuses.” [Overview from Google Books]